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ABSTRACT

This guide, which is designed for individuals interested in establishing joint endeavors among schools, social service agencies, cultural institutions, businesses, industries, and/or institutions of higher education, illustrates promising practices supporting and reflecting partnership activities. Part 1 is divided into three sections detailing practices supporting partnership building in the following areas: needs assessments (educational, community, and participant-based needs assessments); project staffing (transition of key personnel and volunteer project managers); and initiating activities (identifying and recruiting partners, recruiting volunteers, and recruiting partners). Part 2 includes four sections in which promising practices representing partnership activities in the following areas are described: staff development (cross-agency training, teacher-tutor training, school-based master's degrees); student support services (peer tutor-mentors and business mentors and coaches); school-to-work transition (articulated curricula, job skills workshops, job shadows, health career internships, and business and instructional internships); and community involvement (parent education, resource directories, and public hearings). Concluding the guide is a profile of one promising partnership that encompasses many of the practices described. Appended are the names/addresses of the members of the Educational Partnership Study Group, which conducted the study out of which this guide grew. (MN)

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A Guide to Promising Practices in Educational Partnerships

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Errata

Two authors' names were inadvertently omitted from the title page of *A Guide to Promising Practices in Educational Partnerships*, ORAD 96–1107. This errata sheet replaces the title page.

A Guide to Promising Practices in Educational Partnerships

Sponsored by the
Office of Educational Research and Improvement

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Executive Summary

Over the last several years, educational partnerships have proliferated across the country. Some have developed in response to legislation. Others have become vehicles for fundamental educational reform. Still others have delivered services to students and faculty to improve education or student outcomes, whether or not schools are attempting systemic changes. Partners undertaking joint endeavors with schools also vary greatly. Partnership relationships are built among schools and social service agencies, cultural institutions, businesses, industries, and institutions of higher education.

As a result of the documentation and evaluation of the Educational Partnerships Program, sponsored by the Office of Research and Educational Improvement (OERI), the Southwest Regional Laboratory (SWRL) and the Institute for Educational Leadership (IEL) identified information we believe will be useful to others.

Two types of practices are included in the guide: practices that deal with partnership-building and practices that represent typical partnership activities. Building and sustaining partnership relationships involve a set of tasks that vary with the goals and types of partners involved. Some, such as needs assessments and project staffing, are not tied to specific project goals. Other activities, such as staff development, student support services, and school-to-work transition activities, are widely used.

The guide includes examples of

- educational and community needs assessments;
- approaches to project staffing;
- approaches to recruiting partners and volunteers;
- staff development for social service agency, school, and business personnel;
- student support services, including mentors and coaches;
- activities involved in school-to-work transition programs, including job skills workshops, job shadowing, and internships; and
- community involvement, including parent education and "town hall" meetings.

The guide concludes with a profile of a partnership that encompassed many of the promising practices.

Acknowledgments

This guide grew out of the Documentation and Evaluation of the Educational Partnerships Program. It is informed by the work of the other members of the study team, Naida C. Tushnet, project director, David van Broekhuizen, Diane Manuel, and Glenn Nyre of the Southwest Regional Laboratory and Jacqueline Danzberger, director of the study subcontract to the Institute for Educational Leadership. This guide has benefited greatly from reviews and comments made by the members of the Educational Partnerships Program Study Group. Additional support and reviews were provided by colleagues in the Office of Educational Research and Improvement (OERI). Thanks also go to Simone Miranda for her valuable editorial comments.

The partnerships that were funded through the Educational Partnerships Program were the source of information for the guide. The efforts of project staff members, individuals in partner organizations, and teachers and administrators in participating school districts are reflected in the guide. The willingness of already busy people to reflect on their experiences is appreciated. Special appreciation goes to the individuals whose practices are described in the guide. They reviewed more than one draft of each entry to ensure that it accurately reflected local practice.

Particular acknowledgments go to Susan Gruskin, who served as program manager for the Educational Partnerships Program through most of its existence, and Carolyn Warren, who served as manager during the last year and provided support to our efforts.

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Introduction

Over the last several years, educational partnerships have proliferated across the country. Some have become vehicles for fundamental education reform. Others have delivered services to students and faculty to improve education or student outcomes, whether or not schools are attempting systemic changes. Partners undertaking joint endeavors with schools also vary greatly. Partnership relationships are built among schools and social service agencies, cultural institutions, businesses, industries, and institutions of higher education.

At the same time, the Office of Educational Research and Improvement (OERI) of the U.S. Department of Education joined efforts to encourage educational partnerships. From 1989 to 1994, OERI provided funding to educational partnerships that have a variety of educational improvement goals in public elementary and secondary schools. OERI also funded the Southwest Regional Laboratory (SWRL) and the Institute for Educational Leadership (IEL) to document and evaluate the Educational Partnerships Program (EPP). Our goal was to determine the impact of the funded partnerships, both on educational organizations and the community, and to find the processes and structures associated with positive impacts.

Successful partnerships are characterized by an exchange of ideas, knowledge, and resources. Partners form a mutually rewarding relationship to improve some aspect of education, and the relationship must be based on the identification and acceptance of compatible goals and strategies. In addition, the partners should respect the differences in each other's culture and style, striving to apply the best of both worlds to achieve established goals (OERI, 1993).

After studying the EPP, we identified information we believe will be helpful to others. A previous publication, *A Guide to Developing Educational Partnerships*[1], gives partnership developers a good start in their work. This publication, for partnership developers and partnership participants, provides examples of successful practices in a variety of partnership activities. The goal of this document is to share promising practices from partnerships so that other organizations planning to develop or expand partnerships can learn from these experiences. We include only those practices we observed fulfilling their promise at a particular site. Although there were 29 educational partnerships in the EPP, we present practices from 13. The practices described in this guide are taken from partnerships we visited and documented.

All types of partnerships and partnership goals are represented, except partnerships aimed at systemic reform. This document provides general guidance and information that will help others wanting to implement similar practices. Because partners that are designed to bring about systemic changes are deeply rooted in a local or state context, their activities are not easily replicated by others. Consequently, they were not included in this document.

[1]Tushnet, N. (1993). *A Guide to Developing Educational Partnerships*. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.

However, a third document, *Educational Partnerships Case Studies*[2], includes partnerships with goals related to system changes.

An examination of case studies reveals the problems and successes typical of educational partnerships. From the studies we learn that:

- Outside funding stimulates action;
- Each participating organization is challenged to change policies and procedures to accommodate a new way of working with others;
- Partnership approaches require adaptation to fit each community, school district, and school;
- Organizational mavericks may be a source of creative and meaningful programs, but they need support to strengthen and improve the program;
- A shared vision and deep commitment among partners can overcome weaknesses in program design and implementation;
- Even with confusion about how the partnership structure relates to the program, the partnership itself can be institutionalized;
- Leadership is critical in a complex partnership;
- Leaders who reflect commitment to particular programs and processes may be more successful than leaders who see themselves as facilitators;
- Identifying and solving problems, using adaptive planning, contributes to success;
- Skilled and committed staff empowered to carry out partnership plans are an important element in project success;
- A complex partnership can be strengthened by breaking it down into components;
- University students are a valuable resource for classroom teachers, even if the students are not preservice teachers;
- Highly stressed large urban school districts pose extreme challenges to university-based partnerships;
- When partnerships do not receive feedback regularly, their importance may dwindle;
- Educational partnerships can be used to leverage additional funding for activities deemed important by the community; and
- Educational partnerships can be used to garner support for school reform in a community.

[2]Tushnet, N. C., Bodinger-deUriate C., Ito, D., Manuel, D.M., & Clark, M. (1996). *Educational Partnerships Case Studies.* Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.

Many of the practices described in these pages are relevant to a variety of partnership types. The preponderance of school-to-work transition activities included as promising practices indicates both the popularity of partnerships aimed at smoothing such transitions and that practices focused on the transition were among the most likely to succeed within three years of implementation. Partnerships can include efforts to change roles and types of knowledge required of participants, but implementation is slower and requires greater resources to help those undertaking tasks fundamentally different from the familiar. Timelines and expectations in many of the more ambitious reform projects were outside the timeline of this study. However, over the long run, partnerships that aim to change various parts of a system simultaneously can contribute to sustained education reform.

The promising practices presented in this guide are of two types: practices that support partnership-building and practices that represent partnership activities. Building and sustaining partnership relationships involve a set of tasks that vary with the goals and types of partners involved. Some key elements in those processes, however, are not tied to specific goals. For example, in Part I we have provided models of successful practices for such key elements as needs assessment, staffing, and recruiting partners and volunteers. In Part II, we have provided models of successful partnership activities. Staff development, student support services, school-to-work transition activities, and community involvement are examples.

In each case, the practice is described in terms that allow others to adapt it to their settings. The descriptions include information about a contact person at the originating site and relevant materials, if available. In addition, the description includes reasons the practice was important to the partnership and any special circumstances that adopters should be aware of in attempting to implement the practice. Partnership developers and administrators should modify the practices to suit their own particular contexts. Partnerships presented in this guide are as follows: Part I, Conducting Needs Assessments (Section I); Project Staffing (Section II); Initiating Activities (Section III); and Part II, Staff Development (Section I); Student Support Services (Section II); School-to-Work Transition (Section III); and Community Involvement (Section IV). Finally, Section V includes a profile of one promising partnership that encompassed many of the promising practices.

Conducting a needs assessment prior to project development provides a means of establishing consensus around project needs and consequent goals. Conducting Needs Assessments (Part I, Section I) describes three needs assessments (educational, community, and participant-based) that successfully generated common expectations and goals among project participants.

Strategic staffing involves both political and practical aspects. Project Staffing (Part I, Section II) describes these issues in the context of collaborative hiring and volunteer recruitment. In each case, clear role definition underlies the practice, yet is insufficient for determining success without consideration of political and practical aspects.

Initiating Activities (Part I, Section III) provides examples of three successful recruitment and training activities. In all three cases, recruitment efforts built, in part, on the strength of already established relationships with a few key partners. Initial relationships may help identify contacts directly in other organizations or may provide avenues for outreach activities. Further, participant commitment leverages interest and potential commitment from newer participants.

Staff development can help build the partnership organization, as well as aid in program implementation and institutionalization. Staff Development (Part II, Section I) describes three projects' use of staff development to: train across agencies to facilitate problem solving, train tutors and teachers to improve classroom learning, and establish a school-based professional development program to enhance systemic reform.

Although all partnerships identified a population of youth to serve, in particular partnerships such as the two programs described in Student Support Services (Part II, Section II), the target group was central to the effort. In other words, the target group—whether consisting of dropouts, non-college bound students, students at risk for failure, or gifted students—was the primary focus, rather than the type of reform or experience to be provided. School-to-Work Transition (Part II, Section III) descriptions provide examples of five successfully implemented school-to-work activities for both middle and high school students. Career-related awareness, skills, experience, and educational paths are illustrated.

Partnerships, by definition, depend on some form of community involvement. Community Involvement (Part II, Section IV) describes two of the more unusual means of involving community members, parents, and others in partnership endeavors.

Portrait of a Promising Partnership (Part II Section V) provides an overview of one promising partnership. The partnership successfully institutionalized all activities and relationships, and is included because it was developed with an eye to providing a model for replication. Staff, therefore, are able to disseminate handbooks, materials, and curricula related to various project activities. They also have experience in providing workshops and in-services related to many of the project efforts, and have experience with a broad array of pertinent staff development training.

Part I

Practices That Support Partnership Building

Section I

Conducting Needs Assessments

Partnerships and the activities they sponsored were most likely to be successful when participants shared expectations and understandings of project goals. In fact, we found that the most successfully implemented partnerships were initiated to address particular problems, where partners shared similar views of that problem. When there was consensus about the nature of the central problem, successful implementation occurred despite disagreements about how best to solve it. In contrast, all partnerships we observed that developed without a common, deeply held concern experienced difficulties early in implementation.

Conducting a needs assessment prior to project development provides a means of establishing consensus around project needs and consequent goals. Needs assessments also help identify the distance between the real and the ideal so that participants have a measure against which to frame appropriate expectations. Expectations are more likely to be shared when built from information available to all participants, even where partners are coming together from different organizations and with different motives for participation. The following describes three needs assessments (educational, community, and participant-based) that successfully generated common expectations and goals among project participants.

Educational Needs Assessment
Education for Tomorrow Alliance, Conroe, TX

Conroe Independent School District (CISD) personnel, researchers from the Houston Advanced Research Center, the South Montgomery County/Woodlands Chamber of Commerce, several area businesses, and community members conducted a collaborative, comprehensive educational needs assessment. The assessment included student and teacher input and a review of district curriculum and library resources. School-community-university relationships built through the process of the needs assessment continued throughout the implementation of the partnership. These relationships, as well as common goals developed as a result of the assessment and continued communication regarding these goals, contributed to early full implementation of all partnership activities.

Impact

Participants learned of community needs for promoting science, math, and technology literacies in K-12 education. Increased communication on these issues resulted in development of several new programs and served to shape the eventual partnership proposal. Many of the original participants remained active in implementing the partnership. The collaborative nature of the needs assessment helped build relationships and focus and define a common vision, as well as appropriate participatory

roles. The needs assessment contributed to early and complete implementation of all partnership activities.

Description

The Education for Tomorrow Alliance (ETA) was a districtwide project serving students in K-12, but emphasizing activities for middle school and high school levels. The goal of the project was to help local educators promote and reorganize science, mathematics, and technology education to ensure scientific and technological literacy in youth. The partnership sponsored several activities to achieve this goal. For instance, there was a classroom speakers program for middle school students, a summer internship and mentorship program for high school students, and an annual science fair for both middle and high school students.

Several years prior to writing the ETA partnership proposal, the district superintendent initiated a formal assessment of educational needs, drawing on collaborative input from researchers from major and local universities, district administrators, and science and math professionals from local schools and businesses. According to the superintendent, "We evaluated our school system in just about every area, from interviewing students and teachers, looking at the courses offered, the percentage of students taking the premium courses, the quality of our libraries, and their ability to reinforce math, science, and technology." The study resulted in development of the science, math, and technology enrichment goals that guided ETA activities.

The educational needs assessment was undertaken as a collaborative, multisource venture, which served several purposes. First, it identified areas in need of improvement, reform, or enrichment. Second, it built relationships among those who later might be working together to develop programs or implement activities. Third, participants in the study developed a deeper understanding of the issues and the need for innovation. Fourth, through collaboration and representation, the venture built participant commitment and support.

Participants' clear understanding of their own and others' responsibilities, as well as how these are related in achieving overall project goals, are particularly important in complex projects. Also important is establishing a shared or common vision to tie together diverse activities. Given the variety of participants, diversity of activities, and number of target schools and age-groups involved in this project, conducting a needs assessment promoted role clarity and vision-sharing and contributed to successful implementation.

Context

CISD, with 27,000 students, is the largest in the county and is larger than all remaining school districts in the county combined. The district includes both isolated rural and densely populated urban areas. The school board is very important in local politics, and the school district superintendent, at the time of the study, was very active and favored educational reform and innovation. The district has a new superintendent who is similarly active and pro-innovation. The partnership inspired by the

study remained a high priority. Strong leadership and support by key members of the education community is necessary in such endeavors. Although other business-education partnerships have undertaken community economics studies or surveys sponsored by the South Montgomery County/Woodlands Chamber of Commerce, those did not involve curriculum review, teacher input, and teacher-professional collaboration in the same ways as this assessment.

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Community Needs Assessment
Omaha Job Clearinghouse, Omaha, NE

Local businesses were surveyed by the Chamber of Commerce to follow up an economic development study of the city. Results of the needs assessment were used to frame a school-to-work transition program for non-college bound graduates to increase their employability and develop college aspirations. Tailoring program elements to develop job skills reported by businesses as lacking in many job applicants contributed to their participation in and support of the program.

Impact

The Omaha Job Clearinghouse (OJC) project successfully implemented all partnership activities. Recognition of community needs enabled project personnel to leverage partner participation and support. Two hundred and thirty local businesses participated in the program. Sixty percent of the participating businesses surveyed reported available entry-level positions for participating students, and 27 percent extended offers of employment to them. Further, several businesses created new entry-level positions and college scholarships earmarked for project participants. Student participation, as well as student success, increased as the program progressed; twice as many students were employed or in college during the second year of operations and numbers of students tripled during the third year. In addition, community members and local businesspersons donated $200,000 during the first year of the project.

Description

The OJC project was a school-to-work transition activity involving multiple job shadowing experiences for each participating student, a mentorship program, a summer skills institute, and ongoing job readiness workshops during the school year. Seniors without firm college plans in Omaha public high schools were eligible to participate

in the project. Each student was assessed individually and matched with one to four half-day visits to potential career sites tailored to career-ladder strategies. Students were hosted by an employee who explained the entry-level opportunities, as well as training and education needs associated with each career step at that site.

OJC project objectives were to increase the skill level of non-college bound students and to raise their expectations to career-ladder jobs, or jobs requiring additional education and training. These objectives were formulated prior to proposal writing and refined during initial implementation, based on the results of two studies. First, an economic development study was conducted by an outside consultant and indicated that minority and non-college bound high school graduates were leaving the city to find work. Findings from this study indicated: (a) lack of an available labor pool, (b) lack of clear or positive image of the city, and (c) disparity of employment opportunities within the minority community.

Second, the Chamber of Commerce surveyed businesses to determine whether a worker attraction program was needed to help keep young people from leaving the city. The majority of businesses indicated trouble filling one or more job openings, particularly in clerical, service, operator/fabricator/laborer, and sales. Analysis of job titles, conducted as part of the study, showed high school graduation and specific skill competencies were important factors in getting jobs.

The OJC was initiated as a school-to-work program that targeted skills and job-related experiences that local businesses reported important for their job openings in the Chamber of Commerce study. Elements of the program were designed to address specific concerns reported in the needs assessment. For instance, the summer institute offered basic reading and math skills, computer literacy and keyboarding skills, and English language skills. All these were reported as areas in which many entry-level job applicants were deficient. The job shadowing and mentoring elements addressed business concerns regarding applicants' lack of job-specific technical skills.

Community assessments such as this address a larger scope than educational needs. In this case, the interrelationships between community economic needs and educational programs helped shape project objectives and define program elements. Formal research findings also can be used to identify key players, to frame appropriate dialogue, to validate and communicate the need for innovation, and to provide a means of focusing participant efforts.

Context

To encourage economic development and attract new businesses, the city wanted to increase its skilled labor pool as most qualified workers were already employed.

Another important local characteristic is the long history of business involvement with the schools. Many business leaders graduated from the local public schools and have been involved monetarily and otherwise in school projects. For example, before the OJC project, all seven high schools in the district had already been "adopted" by more than one local business. The schools tend to be seen as

neighborhood schools as well, with involvement from many community organizations such as the Rotary and the Kiwanis clubs.

The context may increase the willingness of the Chamber of Commerce to fund community assessment research, with an eye to guiding relevant educational innovation. However, the credibility and leverage factors make tying the rationale for innovation to empirical studies of local conditions a promising practice in any context.

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Participant-Based Needs Assessment
Human Services Collaborative, Albuquerque, NM

Student, parent, and teacher groups assisted in surveying students and their families regarding those areas most in need of improvement to support educational success for students placed at risk and their families. Four noninstructional areas were targeted for services by the partnership project: primary health care, social services and mental health programs, adult education, and safety and reduction of gang violence. Organizations and agencies best able to meet identified needs became partnership members. Project membership and community support increased, as well as the commitment and participation of students, parents, and teachers.

Impact

The participant-based needs assessment enabled project designers to target collaborative services to those areas most in need as defined by students, teachers, and parents. Although originally these areas were noninstructional, later implementation plans included development of school-community-agency teams at participating schools to expand and institutionalize collaborative services. Subsequent to the needs assessment, attendance at project planning meetings doubled. Increased community interest and support allowed the Human Services Collaborative (HSC) to bring in new partners.

Description

The HSC partnership provided resources and services to meet the needs of students placed at risk and their families to improve students' educational outcomes. The partnership targeted one feeder system of K-12 students, including an elementary, middle, and high school, for a variety of health and social services. The four service components provided were: health services, gang and violence prevention, early

childhood services, and mental health services. Each component was configured differently to meet the needs of students and families at individual sites. For instance, health services at the elementary school focused on immunizations and check-ups provided at a nearby children's health center, as well as classroom presentations by nurses. At the middle and high schools, health issues tended to be confidential and student-centered, and nurses' and counselors' offices were rearranged to provide necessary on-site space. At the high school in particular, health consultations tended to address such highly charged issues as sexually transmitted diseases, pregnancy, and substance abuse.

In establishing the HSC, teacher, student, and parent groups at each participating school developed a survey regarding the needs and concerns of that school. The HSC coordinator led this effort, as well as conducting discussion groups for teacher and staff input. Each survey was tailored to the specific school site. This made uniform scoring difficult, but yielded important school-level information. Involvement of school personnel and community members built a sense of community ownership and participation in the program. All students and their families were surveyed. Those agencies most able to respond to the top-priority, noninstructional needs identified through the surveys and discussion groups were approached to participate in the partnership.

Involvement of the service recipients in the definition of needs helped build commitment and ensure participation of students, parents, and teachers. The participant-based needs assessment was used to establish service delivery priorities, as well as define project goals, prior to proposal writing. The process resulted in effective targeting of partnership services and recruitment of those agencies best able to meet project goals. Both the number of people and agencies involved in the project increased. For example, a private dispute and mediation center was brought on board to address safety and gang violence issues.

The HSC was a complex partnership involving school, university, and social service agencies. Defining a project goal of serving high-priority needs identified by students placed at risk and their families created a common vision for organizing the different activities implemented at school sites by each of these organizations.

Context

The partner public school district serves about 90,000 students at 125 schools. Some schools in the district, including the three schools targeted for services by the HSC, are involved in school-based restructuring through a state-funded program. As a result, the schools and their personnel are somewhat accustomed to changing the educational delivery system. One objective of restructuring was to create new decisionmaking processes within the schools to serve students better.

All three participating schools are located in a predominantly low-income, multicultural, and highly mobile area of a large city. Forty-nine percent of the middle school and 84 percent of the elementary school students participate in the free or reduced price lunch program. When averaged together, these schools consist of

approximately 42 percent Hispanic, 34 percent Anglo, 12.3 percent American Indian, 6.2 percent Asian, and 5.2 percent African American students. The average mobility rate of all three schools is reportedly 71 percent. Additionally, the middle school is located near the highest crime area of the city. The collaborative's recognition of these factors in adapting their service delivery to their clients contributed to full implementation and client use of planned services and activities.

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Section II

Project Staffing

In the projects observed, partnership implementation was achieved only when people in charge of carrying out program activities knew what to do, how to do it, and were provided with resources to maintain their understanding throughout the implementation process. These three prerequisites led to ongoing role clarity for all participants on both the conceptual and applied level. Strategic staffing allowed several partnerships undertaking complex organizational or reform activities to provide managerial or technical support, or both, that assisted in clarifying roles and relationships.

Strategic staffing involves both political and practical aspects. First, the partnership must be certain that key staff are endorsed by the participants they will interact with. If no one is willing to approach the person for help, the role of technical support and assistance will go unfilled. Additionally, when partners have little confidence in the abilities or commitment of key partnership staff, potentially valuable relationships may fail to reach their potential and may limit the success of the partnership. Second, the partnership must match key personnel to the resource position in terms of previous experience or in terms of providing adequate training and regular in-service to ensure the practical value of the person-as-resource.

The following two practices address these issues in the context of collaborative hiring and volunteer recruitment. In each case, clear role definition underlies the practice, yet is insufficient for determining success without consideration of political and practical aspects.

Transition of Key Personnel
Omaha Job Clearinghouse, Omaha, NE

A collaborative hiring process was developed following tension over dismissal of a key staff member. Representatives from project partners were involved, as well as some participating local businesses. A search committee posted positions and interviewed candidates until consensus was reached. Reaching consensus was viewed as essential, even if it entailed additional job postings and hiring delays. Other staff members assisted in smoothing transitions by assuming responsibility for high priority tasks.

Impact

Three key staff positions were filled successfully in the project's first two years of operation. Two of the new hires were minorities. One partially funded counselor was moved into a fully funded position. His former position was filled after reviewing 50 to 60 applications. The Human Resources Office of the community college facilitated the hiring process quickly and without incident. Role clarity and project

commitment enabled the project to continue functioning smoothly, without interrupting services, through transition of key personnel.

Description

The purpose of the Omaha Job Clearinghouse (OJC) was to prepare educationally disadvantaged and gifted students for the transition into the work force or college. The primary means of pursuing this goal were multiple job shadowing experiences for each participating student. The aim was to enable high school seniors without firm college plans to make career or education plans based on visits to up to four different job sites as well as visits to relevant higher education institutions. Partnership members included the Chamber of Commerce, the local community college, and public schools. The program depended on maintaining numerous business participants willing to provide individual job shadowing experiences to many students at various times throughout the school year.

Following dismissal of the original business/community coordinator, a search committee was established to facilitate hiring new project personnel. The job involved recruiting businesses for participation in the program and was a key position. Establishing a search committee eased tensions created by the dismissal and brought together representatives from all members of the partnership, as well as the local Small Business Association. In this way, all participants became aware of applicants' qualifications and were able to fully endorse new hires.

Although consensus for the first search was not achieved until after a second posting and round of interviews, other project staff voluntarily took on extra duties to cover the vacant position. Eventually, this position was filled by someone well-respected by all partners. The collaborative process resulted in successfully hiring qualified individuals in several key positions.

Establishing clarity in roles and relationships may smooth transition during personnel turnovers. The project was without an educator-business liaison for a relatively long period, yet service was not interrupted. Project leaders made certain that, in the initial phases of start-up, all staff members were fully apprised of the roles they were to play, and how these roles fit together to build the functioning project. This role clarity enabled other personnel who worked with business partners to maintain the smooth functioning of the project because they could

- prioritize the tasks formerly completed by the business and community coordinator;
- identify means of integrating high priority tasks into their own work roles; and
- motivate themselves to extend the extra effort and commitment required because they understood the implications for the project as a whole if these tasks were neglected.

Context

The success of the hiring process was due, in part, to the structure of the partnership. The partnership was governed by a board of directors and an operations committee. The 10-member board of directors comprised representatives from all primary partners, the Chamber of Commerce, a local community college, and public schools. The project director and the Chamber of Commerce officer served as the primary project facilitators. The community college served as the fiscal agent and the host institution. Many of the partnership tasks, including handling the hiring process, were incorporated into the existing jobs of college personnel. In this way, the project had an existing infrastructure to provide a variety of services that required little additional support.

Most of the partners had pre-existing ties, which further facilitated the success of the hiring process. For instance, businesses long worked with local high schools; the college and the social service agency collaborated on a training program; and the college funded a job shadowing project. These ties helped cultivate the collaborative nature of the partnership. All partners shared the ultimate goal of enhancing the Omaha work force and increasing the percentage of college-bound students.

Finally, the strength of the relationships among partners and the collaborative, vision-sharing nature of the partnership led to levels of commitment and project knowledge that enabled and motivated staff to identify and assume extra work to maintain smooth functioning during transitions of key personnel.

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Volunteer Project Managers
Boston Partners in Education, Boston, MA

Math and science professionals volunteered to manage a variety of partnership classroom activities including mentor-student meetings, workshops and field trips, and linking community resources to the classroom. The Boston Partners in Education (BPE) recruited and trained volunteers, as well as provided a resource manual. Coordination duties required a fairly substantial time commitment. With the support of these volunteers, the project was able to increase the number of students and teachers served.

Impact

Volunteer coordinators for partnership classroom activities contributed 800 management hours during the 1992-93 school year. With this support, the project was able to expand services from 3 classrooms in one elementary school to 12 classrooms in four elementary, two middle, and two magnet high schools with little additional cost. In the 1993-94 school year, Volunteer Project Managers (VPMs) became integral members of school planning teams, which focused on improving math and science instruction.

Description

The "Masterminding: Partners in Learning and Using Mathematics and Science" project used VPMs to plan and coordinate partnership activities with classroom teachers. Project goals were to improve the quality of math and science instruction, improve student achievement in these areas, increase students' interest in continuing in mathematics and science (especially female and minority students), and create a replicable model program. Partners included the public school system, local science museum, an electronics corporation, and a nonprofit agency experienced in establishing and facilitating educational partnerships. Partnership activities were of two types: training teachers in high quality teaching strategies in mathematics and science, and providing partnership services, such as mentoring and field trips, to students in participating classrooms.

Project expansion increased the complexity of managing partnership classroom activities to the extent that staff no longer could coordinate services effectively. On-site paid coordinator positions were impractical, burdening school staff with extra tasks was unreasonable, and continued expansion added to the difficulty. Consequently, as a cost-efficient alternative, the project recruited and trained math and science professionals to serve as VPMs for project classroom services.

One to two VPMs worked with each participating classroom teacher to plan and coordinate Masterminding activities during the school year and to tailor activities to the needs of a particular classroom. In addition to joint planning and subsequent scheduling and organizing, VPMs oversaw outreach and support to mentors and parents, as well as provided ongoing implementation assistance to teachers. Project classroom activities included enrichment workshops and field trips, family events, parent training, professional development activities for teachers, and linking relevant community resources to classroom instruction. During the second year of operations, VPMs became the laboratory of school-level planning teams for improvement of math and science instruction.

The partnership provided 10-12 hours of training and in-service workshops for the VPMs, along with a detailed manual for ongoing reference. The training and provision of orienting materials was key to the primary goal of regular and well-organized on-site partnership activities. In addition, the training and in-service requirements aided in determining the commitment level of the potential VPMs. VPMs needed to

be willing to commit 10-15 hours each week to the project, although some VPMs shared duties, which reduced their time commitment.

This practice supported and facilitated program expansion by introducing a voluntary middle tier of management for program services. The project viewed the VPMs as a steppingstone toward institutionalization. Incorporation of the VPM role into the school planning teams would have been helpful in this process.

Context

Budget concerns plagued the local public schools during the course of the project. Teacher layoffs loomed and school supply budgets were cut, making extra classroom resources particularly scarce. These factors may have influenced the easy expansion of project services into classrooms. Eventually, the planned teacher development and training activities were redefined into establishment of a Math/Science Education Network. Coordination of network activities became a VPM responsibility.

The primary partner, BPE, has a 20-year history of developing and establishing ongoing school volunteer activities in the area. Although not many school districts include a sponsoring group with such a track record, including a partner with experience in recruiting and training volunteers for such efforts can be important for success.

Availability of Developed Materials

BPE developed a *Volunteer Project Managers Manual*, which was distributed to the volunteers for orientation and easy reference.

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Section III

Initiating Activities

Some partnerships developed among organizations with a long history of interaction or collaboration, or both. However, even among these, most partnerships needed to draw in new players, many of whom would have been expected to contribute significant volunteer time to partnership activities. Surprisingly, not all partnerships had established recruitment plans. In fact, we observed underdeveloped and underutilized partnerships operating under the mistaken assumption that: "If you build it, they will come." Identification and outreach appeared necessary to developing an adequate pool of participants.

The following descriptions provide examples of three successful recruitment and training activities. In all three cases, recruitment efforts built, in part, on the strength of already established relationships with a few key partners. Initial relationships may help identify contacts directly in other organizations or may provide avenues for outreach activities. Further, participant commitment leverages interest and potential commitment from newer participants. Thus, although activity-rich projects may be tempted to hurry the initial recruitment process to get as broad a participant base as possible, this may prove unwise in the long run. It appears that at least a few initial relationships should be cultivated and strengthened to provide a reliable basis for later recruitment. All three partnerships also made recruitment an assigned responsibility.

Identifying and Recruiting Partners
Business and Education Partnership Cooperative, East San Gabriel Valley, CA

A school-to-work transition project piggybacked on a business survey conducted by several cities' Chambers of Commerce of approximately 12,000 businesses. Inclusion of partnership-specific questions provided information regarding businesses' interest in and potential contributions to an educational partnership. Participation in the survey generated an extensive contact list for recruiting businesses to provide mentoring, tutoring, job coaching, and part-time jobs for students.

Impact

By incorporating partnership-specific questions into a local survey of businesses, information regarding possible participation and contributions was collected from 12,000 businesses. Two hundred and fifty businesses actively participated in partnership activities including tutoring and mentoring, job coaching, part-time jobs, and staff development. The survey was credited with identifying thousands of potential contacts and adding 25-30 new partners, including two multinational corporations, the regional agency responsible for rapid transit in the state, a local private industry council, and others.

One hundred and twenty-five students participated in the first phase of the partnership; 105 were placed in jobs, many with partner organizations. One third of these positions (35) involved partner-provided volunteer job coaching. Weekly monitoring may have contributed to the fact that 95 percent of the students placed through the partnership were retained by their employers beyond the 90-day trial period.

Over 300 students participated in the first phase of the partnership. One hundred and seventy-five of these students went on to continue their education at a community college or a university and 105 were placed in jobs with partner organizations. Ninety-five percent of these students were retained by their employers beyond 90 days.

Description

The Business and Education Partnership (BEP) Cooperative was a school-to-work project administered through a multidistrict Regional Occupational Program (ROP) charged to provide vocational education. The partnership served educationally and economically disadvantaged high school students, focusing on potential dropouts, pregnant and parenting teens, special education students, and gifted and talented students. Project goals were to increase high school completion rates and ensure successful transition to employment or higher education. Career education, workplace learning, job-site experience, tutoring and mentoring, and student support services were major project activities. The partnership actively recruited new business partners to provide mentoring, tutoring, work site learning, job coaching, and part-time jobs for students. Given the target group to be served, which included troubled youths, recruiting businesses could have been challenging.

The BEP usually recruited through partner referrals, outreach efforts, and efforts of the staff coordinator. Success in recruiting partners was based largely on very active relationship building and the ability to recognize potential opportunities in the activities of partners. For example, relationships built with the local Chamber of Commerce led to an unusual opportunity for identifying potential business partners and job-placement sites. The ROP was able to participate in a survey of businesses conducted by several Chambers of Commerce and a local community college. The survey included questions relating to interest in participating in educational partnerships and what each business would be willing to contribute. Over 22,000 businesses were contacted; approximately one half of the 12,000 businesses responding to the survey were not previously involved in the partnership. Participation in the survey generated an extensive contact list for recruitment, as well as preliminary information regarding businesses' potential contributions. The ROP contributed funds to help support the survey.

Once identified, potential business partners were contacted and partnership information was disseminated. The project coordinator followed up on contacts and was responsible for translating them into firm commitments. In addition, the coordinator independently could have generated new business contacts. Participation of committed partners was maintained through regular follow-up and job-site feedback regarding student performance. Students who job shadowed or worked part time were

monitored weekly. Timely response to problems reduced potential partner loss and reassured participants that they were not really risking much to work with students placed at risk.

Careful follow-up and monitoring help explain why this project had unusually low turnover among its unusually high number of active business partners. This was true even when economic conditions led businesses to withdraw from job coaching and placement. In several cases, businesspersons asked to continue participating as mentors and tutors, despite having been laid off from work themselves. Feedback also provided leverage in later recruitment by identifying rates of participant satisfaction, potential spokespersons, and inspiring success stories.

Context

This partnership was housed and integrated into the operations of an ROP serving secondary school students in a seven district area, including East Los Angeles. Although the surrounding community looks like a stable suburb, it is a low-income area experiencing gang and other social problems.

The ROP had long-standing relationships with businesses. These relationships were developed through the partnership and formalized with signed documents outlining expectations, responsibilities, and benefits. The process of formulating these agreements successfully focused participant attention on the outcomes to be achieved by the project.

The economic recession affected employment opportunities in the area, with one participating business reporting no new hires over a three-year period. As conditions worsened and some businesses dropped out, project staff responded by expanding business recruitment efforts and stressing aspects of the program not related to internships or part-time work. For instance, when a local Sears store closed, the BEP received significant donations of equipment. This approach proved to be successful and may be more so in projects where the target population is not perceived as problematic by business partners, or where the economy is not depressed.

Availability of Developed Materials

A handbook, *Partnering and Networking With Business and Community Agencies*, is available.

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Recruiting Volunteers
Corporate Coaches for Career Development, Statewide, GA

The Corporate Coaches for Career Development project hinged on volunteer mentors, called the corporate coaches. The project recruited volunteer mentors who were willing to commit to two years of scheduled involvement by establishing a recruitment and selection team for each participating school district. The team consisted of two or more codirectors: one or more from the education community and one or more from the business community. The business representatives oversaw the mentor recruitment and collaborated with educators on selecting and matching mentors with students.

Impact

Seventy percent of contacted businesses agreed to full participation, while most of the remaining contacted businesses agreed to provide either a mentor, a workshop leader, or a job. The program worked with 139 mentors in 12 school districts across the state. Ten percent of the coaches signed up for a second two-year mentoring commitment. Further, only 9 mentors (6 percent) discontinued involvement or failed to meet expectations during the initial two-year commitment.

Description

The Corporate Coaches for Career Development project was intended to increase career awareness, develop positive self-concepts, and increase the number of rural and economically disadvantaged gifted students enrolled in higher education. Economically disadvantaged rural students worked with volunteer mentors who helped them learn about different career opportunities and improve their self-concepts. Coaches committed to a two-year relationship with a student protégé. Minimal involvement required only about 10 hours per year, so although the commitment was of long duration it did not have to be very time consuming. Corporate Coaches mentors attended an orientation, student workshops and postworkshop sessions, follow-up meetings during the summer job experience, several group meetings, and a recognition session. In addition, the mentors maintained a relationship with students throughout their senior year in high school. Although the commitment level was low in terms of hours spent, the experience had relatively structured components that required scheduled attendance.

The first step was the recruitment of business sponsors to ensure top-down commitment and support within the organization. Business codirectors targeted organizations with which they were professionally or personally involved. Secondary targets were organizations that the codirectors had no established contact with, but had histories of extensive involvement in educational issues or activities. First to be contacted were those most likely to agree to full participation by agreeing to provide a mentor, a job, and a recognition gift for the student completing the program. Businesses also could choose to provide workshop leaders, or some subset of the above. The initial contact was made through a recruitment letter followed by a telephone

call. Business sponsors who agreed to have their organization participate in the mentoring component chose the mentor, often volunteering themselves.

Prospective mentors were provided with an application that delineated the scheduled meeting requirements and overall time commitments. Once the applicant completed the form, it was used by education codirectors in a student-mentor matching process. Business codirectors monitored the mentorship and called mentors at intervals to ensure all frustrations were addressed. Because many aspects of mentoring are difficult to gauge, it is important to include such monitoring or feedback loops to be certain student and mentor expectations are appropriate and to mitigate against potential misunderstandings. This helps to diminish project dropouts and identify inappropriate matches. Indeed, the vast majority (94 percent) of the mentors completed the full two-year commitment. The remaining participants either left the project or were asked to discontinue their roles as mentors.

Context

The Corporate Coaches project focused on rural school districts, targeting promising, economically disadvantaged high school students. Although rural communities often had few corporate organizations from which to draw, committed volunteers were located. Recruiting mentors who could commit to securing summer jobs for participants was the greatest challenge; however, most of those contacted (70 percent) agreed to full participation, including job provision. This project was piloted initially in an urban setting, and was found successful, before it was implemented in a rural setting.

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Recruiting Partners
Omaha Job Clearinghouse, Omaha, NE

A variety of ongoing recruitment strategies was used to solicit active business participation in partnership activities. Particularly important were business partners willing to provide students with job shadowing experiences that encompassed a broad range of careers and that could be offered at different times during the school year. Relationship-building, promotional events, dissemination efforts, and dedicated staff assignments proved to be successful strategies for recruitment.

Impact

There were 330 businesses identified as potential job shadowing sites and of those, 230 actively participated. Forty percent of all participating businesses first learned about the project through the Chamber of Commerce. In addition, several 30-second public service announcements were developed and aired free of charge; a 14-minute videotape, produced by the community college, was used for recruitment and dissemination; and promotional articles appeared in local newspapers, as well as other magazines and business newsletters. A survey taken of promotional business breakfast attendees revealed that two thirds of the 55 percent not previously providing job shadowing opportunities for students agreed to do so.

Of the 317 students served by the project in the first year of operation, 156 involved job shadowing. By the final year of funding, over 250 students were involved in job shadowing during the year. Students' opportunities increased: 60 percent of the participating businesses reported the availability of entry-level positions for students and 27 percent extended offers of employment to students. In addition, several businesses created new entry-level positions and college scholarships earmarked for project participants.

Description

The Omaha Job Clearinghouse (OJC) was a school-to-work transition project that focused on providing high school seniors with job shadowing experiences. The aim was to help students make career plans based on one to four job site visits, as well as visits to higher education institutions. Primary partners included the local public schools, community college, and the Chamber of Commerce. The OJC depended on recruiting large numbers of businesses that represented a broad variety of careers and were willing to provide individual job shadow experiences at various times throughout the school year. Recruitment was an ongoing and multifaceted activity that included: relationship-building, promotional events, dissemination efforts, and staff assignments. These recruitment strategies proved successful and easily could have served a variety of settings and project types.

Relationship-building with key business associations prior to implementing the partnership project was crucial in encouraging businesses' advocacy and partner recruitment efforts. Relationships were maintained through representation in the partnership's governance committees. Prior to receiving the grant, the partnership worked closely with the education council of the local Chamber of Commerce. The council head was a key member of one of the OJC governance committees and collaborated with project staff on partnership issues. Such relationship-building helped involve the chamber in the ongoing cultivation of the business community on behalf of the OJC. Partnership staff spoke about the OJC at all chamber conferences and events, chamber members actively identified potential contacts for OJC job shadows, and partnership activities were profiled in all chamber reports. For instance, one year the chamber's annual report pictured OJC students along with an article supporting the project. The project also built a close relationship with the Omaha

2000 community school improvement project sponsored by the chamber. The OJC was featured in Omaha 2000 events, along with recruitment information and OJC sign-up cards.

Promotional events also served as recruitment forums. For example, the partnership sponsored a business breakfast two times a year to promote the OJC and recruit business partners. Usually 100 current and potential business participants were invited; 45 to 60 typically attended. Students shared their experiences and insights about how the project benefited them and businesses discussed what it was like to have job shadowing students on site. Following the presentations, businesses were surveyed regarding participation in job shadowing or other OJC activities, a successful strategy in identifying potential partners.

Additionally, the project solicited volunteer talent and donated air time in order to produce and broadcast cable TV and radio promotional spots aimed at informing and recruiting future participants. A spot on national TV that featured an OJC student working at a job shadowing site was helpful in these dissemination efforts.

Staff assignments enhanced recruitment efforts. The business and community coordinator managed recruitment activities and followed up on contacts generated by the Chamber of Commerce Council on Education, Omaha 2000, the OJC promotional breakfasts, and media-generated inquiries. The coordinator translated contacts and pledges into firm commitments, while independently generating other business contacts. Active follow-up on job-site visits maintained these commitments. Counseling personnel carefully matched students and job shadows, sent resumes to businesses, interviewed students before and after each experience, and followed up with businesses. Timely response to problems reduced potential partner loss and maintained the reputation or "marketability" of the project. This was an important part of the process and helps explain why this project had unusually low turnover among its unusually high number of active business partners. Feedback also provided leverage in later recruitment by documenting participant satisfaction and identifying potential spokespersons and success stories.

Context

An important local characteristic is the long history of business involvement with the schools. Many business leaders graduated from the local public schools and have been involved monetarily and otherwise in school projects. Before the OJC project, all seven high schools in the district already had been "adopted" by more than one local business. The schools tend to be seen as neighborhood schools as well, with involvement from many community organizations such as the Rotary and the Kiwanis clubs.

The context may have increased overall recruitment success; however, the relationship-building, the multifaceted approach, and the dedicated staff positions are promising practices that enhance recruitment activities in any context.

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Part II

Practices That Represent Partnership Activities

Section I

Staff Development

To implement project activities, one or more of the following generally was provided: planning or release time, training, matching talent and experience of participants to project needs, and technical support or content assistance. Although providing content or technical support and assistance was the best predictor of implementation in the projects studied, combining matching expertise to project needs and content and technical assistance was particularly effective. In no case was full implementation achieved without it. For projects concerned with systemic reform, including curriculum and instructional improvement or site-based decisionmaking, staff development is especially important because without training and support it is difficult for teachers to initiate and maintain any meaningful change in practice. Additionally, when existing staff have skills and expertise to implement project activities, institutionalization is more likely. Those projects failing to institutionalize project activities also failed to provide staff development.

Staff development can help build the partnership organization, as well as aid in program implementation and institutionalization. In-services regarding a project, project services, and communication and collegial work strategies can help staff plan and adapt to best meet each client's needs. Developing a common language and understanding each partner's roles and responsibilities can facilitate teamwork and negotiation of conflict.

The following describes three projects' use of staff development to: train across agencies to facilitate problem solving, train tutors and teachers to improve classroom learning, and establish a school-based professional development program to enhance systemic reform.

Cross-Agency Training
Human Services Collaborative, Albuquerque, NM

Cross-agency training for personnel from partner organizations provided a forum for building understanding and trust and facilitating problem solving. Represented organizations differed in structure and procedures, yet shared space and equipment at school sites. Workshops focused on familiarizing personnel with program services and facilitating teamwork. A case study approach used in one session demonstrated how teamwork can help solve client problems. Participants believed the sessions increased their knowledge of project services and community-school collaboration, as well as enhanced relationship-building.

Impact

Personnel from partner organizations interacted regarding basic issues involved in working together. Thirty-six people received training before the project began, and

over 71 people participated in follow-up workshops. Participants reported increased knowledge about the project and project services. Participants also reported increasing comfort discussing work-related issues and expressing work space needs. A foundation expressed interest in this component of the partnership.

Description

The Human Services Collaborative (HSC) partnership provided for school-based delivery of different types of health and social services to students placed at risk and their families. Partner organizations included the local public schools, the state social service agency, a university-based medical center, and two nonprofit agencies that work with conflict resolution and youth placed at risk. Parents and the community participated in most aspects of service delivery, from identifying targeted needs to assisting with services. Because partner organizations shared space yet differed widely in their mode of operation, cross-agency training was considered essential for congenial relations among staff and coordination and smooth delivery of services.

Three workshops were conducted before the project began, followed by three more training sessions spaced over the next six months. At the request of participants, workshops were scheduled in this way rather than all occurring before the project started. School district instructional support staff provided the training. Later workshops were structured so that participants interacted and discussed such work-related issues as sharing space, confidentiality, equipment, security, and privacy. One workshop featured case conferencing and debriefing to demonstrate how teamwork and cross-agency referral could solve client problems.

The goals of the cross-agency training were to train personnel in program services, facilitate identification and referrals, and to facilitate teamwork. Personnel from all partner organizations, as well as the evaluators, attended. Participants were positive about the workshop experiences, reporting increased: knowledge of the project, available services, and community and school collaboration. Additionally, participants appreciated the opportunity to meet and build relationships with personnel from other organizations.

When partners are bureaucratic organizations with established rules and procedures, but personnel must share space and equipment, teamwork training can help to facilitate problem solving. Early identification of client needs and client referral processes also can improve. For instance, one principal who received a frantic call from a stranded parent found he was able to refer her to an agency that could help her find transportation because he had been through the cross-agency training.

Context

The primary partner was the local school district, which was involved in several educational reform activities including implementing site-based management strategies. This is a large school district, serving over 90,000 students in 124 schools in urban, suburban, rural, and inner-city settings. All three schools involved in the collaborative (elementary, middle, and high school) are located in poor and ethnically diverse

neighborhoods. The schools volunteered for participation because "faculty and administration understood the need for expanded services for students and their families as a critical unmet need that affects the educational potential of their students." Even though the school site had to find space and resources to house the additional services, commitment to the collaborative was strong.

The elementary school had an existing relationship with a children's health center, and a school-based health clinic was already successfully in place at the high school.

Availability of Developed Materials

Agency cross-training workshop materials are available.

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Teacher-Tutor Training
Team Tutoring Project, Seattle, WA

Volunteer tutors from local businesses and teachers received simultaneous training in classroom roles and responsibilities, communication strategies, and multiple intelligences theory. Training materials developed for the program included mathematics and language arts activities for the tutors to use with elementary school students. Local businesses contributed tutor time and on-site coordinators who worked cooperatively with the project coordinators. Teacher-tutor logs ensured regular and frequent communication regarding students, and training materials supported program continuance.

Impact

Over the course of the four-year project, approximately 80 teachers and 100 tutors participated in training designed to support their work with students placed at risk. Teachers reported that the tutor-student partnership affected students positively as attitudes toward school improved and students reported increased self-confidence and awareness of their own strengths. Teachers also reported that communication with tutors regarding their students was insightful and effective. Tutors reported experiencing satisfaction with their partnerships, increased multicultural awareness, and a better understanding of the problems facing students and schools. In addition, tutors found their knowledge of multiple intelligences theory and effective tutoring strategies beneficial to their performance at their regular jobs.

Description

The Team Tutoring Project combined public elementary schools, high schools, and three nonprofit educational organizations to provide tutoring assistance based on multiple intelligences theory records for students, particularly students placed at risk. Tutors were recruited from local businesses, many of which provided the volunteers' time as an in-kind contribution and paid for parking and special events. The tutors were trained along with the teachers in classroom roles and responsibilities, multiple intelligences research, and various activities and strategies geared to different types of learning states. Project goals included the infusion of multiple intelligences theory teaching strategies into classrooms; the primary project activity was the tutoring program.

A major outcome of this project was the development of a tutor training program and materials; specifically, two manuals and four videotapes. One partner educational organization helped develop the manuals and conduct the training. The training manual focused on communication strategies for use with students and teachers and research on multiple intelligences, including assessment instruments and study suggestions. The manual also contained activities for mathematics and language arts, catalogued according to grade levels, and a grammar and vocabulary reference section. Although project plans originally involved training teachers who then would train tutors, the teachers preferred that teachers and tutors participate in the training together.

Because the project did not start until mid-school year, only two training sessions were conducted during the first year. The first session had 13 participants and explored communication strategies and cultural learning styles. The second session involved 27 participants and provided training in learning styles and related strategies to use with students. Participants believed the workshops were relevant and provided useful ideas and hands-on experiences.

A part-time tutoring coordinator at the school assisted with communication and scheduling. Both teachers and tutors signed agreements specifying their separate responsibilities. Tutors committed to tutoring at least once a week for an hour and attending the training sessions, and teachers agreed to provide weekly feedback to tutors regarding the tutored students. Written accounts of tutoring activities and tutors' comments keyed to the teachers' lesson plans were detailed in weekly communication logs. In addition, teachers and tutors discussed students' progress in person or by phone once a month.

Use of standard communication forms ensured regular and frequent communication between teachers and tutors and established a common set of terms to describe student progress. This eased the tension of inserting dual innovations in classrooms: multiple intelligences research and use of tutors. Having training manuals and tutoring materials available supported program continuance regardless of outside funding for project staff and training, and aided in institutionalization of team tutoring efforts.

Context

This project was located in an urban school district with more than 53 percent minority students. At least 75 languages are spoken in the city, which recently has experienced a large influx of Asian immigrants. Although it is operating under a desegregation order, the city passed a referendum calling for elimination of busing. The mayor, an African American elected in a city with a small African American population in the same election as the referendum vote, put a hold on action on the antibusing measure. He argued that a more thorough study of the system was needed. School people supported this move because they feared the loss of federal and state funds. The city was beginning to feel the recession strongly.

The elementary school has the second highest percentage of students placed at risk of any elementary school in the district. More than 56 percent of the students receive free or reduced price lunch, and over 56 percent are learning English as a second language. School personnel may have been more open to the research because an informal study was conducted at the school during the previous year.

Availability of Developed Materials

The Team Tutoring Project developed a *Multiple Intelligences Home Learning Manual* kit and tutoring training manuals, *School Tutor Program ABC's: An Administrators' and Teachers' Guide for Your Team Tutoring Program* and *School Tutor Program ABC's: A Tutor's Guide for Your Team Tutoring Program.* The *Multiple Intelligences Home Learning Manual* was designed for parents to use at home to support and enhance their children's learning. It includes a video, an instructional booklet, and 40 activity cards. Based on Gardner's Theory of Multiple Intelligences, this kit uses a variety of approaches respectful of the different ways parents and children learn. The tutoring training manuals were designed to train teachers, parents, and community tutors in the theory of multiple intelligences as well as help tutors understand their role in schools. The manuals include a detailed elementary curriculum section and forms and instruction needed to operate and manage a tutoring program in a school. The kit and manuals are available through the Citizens Education Center.

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School-Based Master's Degree
Education for the 21st Century, Manassas Park, VA

A school-based and practitioner-run professional development program was established in partnership with a university, as part of a large-scale systemic reform project. The master's degree program restructured course scheduling and delivery methods to attract practicing teachers and provide relevant on-site experiences. Teachers participated as members of school teams; 97 percent of the first cohort group completed the program.

Impact

One hundred and thirty-nine teachers (97 percent of the first cohort group) completed the program.

Description

The Education for the 21st Century partnership brought together multiple organizations to transform one district's schools. Primary partners included the local public schools, city council, a major university, a university-based consortium of nine school districts, and two corporations. Project activities were three-pronged and large-scale to address change across the district. The district implemented an effective schools model of shared decisionmaking and long-term staff development to effect instructional reform, as well as assisting the university in developing a school-based structure for professional development.

As part of this latter effort, the university partner approved a school-based master's degree program built around the needs of school staff. Courses were scheduled to meet school staff requirements, were located on school sites, and taught, at least in part, by school staff experts. Because the majority of teachers in the district do not have a master's degree, staff planned the program to appeal to practicing teachers. The program restructured higher education to shape learning around the autonomy of teachers in the school environment. Six dimensions were addressed: selection processes, class structure, scheduling, staffing, pedagogy, and assessment.

Rather than recruiting individual teachers, the program recruited school teams that worked collaboratively, teaching and studying their teaching together. Formal class structures were changed so that half of the work required for the degree was spent in the classroom, applying research techniques learned in coursework to teaching practice. University professors spent time on site, monitoring and assisting their teacher-researcher students, and electronic mail systems were used to maintain communication between visits.

Although the program officially consisted of 10 courses or 30 credits, taken over a period of two years, some courses were shorter and more intensive, while others were longer and slower-paced. The program eliminated evening classes, and worked around school scheduling, including three additional summer workshops and Saturday meetings to meet equivalency requirements. Teams moved through as a group,

taking all coursework together. This approach resulted in 97 percent of the first group of teachers completing the program (139 of the original 143 teachers).

Staffing was changed to accommodate the new emphasis. The university hired an outstanding practitioner with extensive "teacher-as-researcher" experience for a four-year tenure. Summer workshops were staffed by a combination of academics and practitioners, usually four practitioners with two or more university professors. These arrangements cultivated teaching partnerships between practitioners and academics.

Pedagogy involved an innovative instructional technique, the Presentation, Analysis, Strolling Critique, and Collaborative Argument (PASCA) method. During this time, teachers listened to presentations together, then divided into small groups for discussion, integrated by school and grade level. In their groups, they analyzed the presentation and discussed related problems and questions. Following this discussion, the teachers regrouped into school teams and strolled around, discussing and defining their agenda for the collaborative argument portion of their session together.

A new assessment system, incorporating ideas from Total Quality Management (TQM), was developed to assess teacher performance with this new model of instruction. The assessment system was based on rating teaching performance on five dimensions or desired outcomes. Each desired outcome was defined in terms of three performance levels.

The school-based master's degree program provided one mechanism for a small, financially strapped school district to upgrade staff education and skills. High completion rates suggest this type of approach is relevant to and feasible with practicing teachers.

Context

The project was housed in a small school district of about 1,350 students in a working-class community. Although the school district was the lowest-achieving among the school districts in the region according to student test scores, student achievement improved since the implementation of the educational reform programs and activities under the partnership. The district, however, is fraught with financial problems; teachers' salaries are the lowest in the area and staffing is unstable with high turnover for both teachers and administrators. Salaries, on the average, are lower for all workers in this community and outsiders tend to perceive community members and those working in the community in a negative light.

Initial project start-up was difficult, following loss of the district superintendent and two of the proposed corporate partners. When project activities were implemented, the new superintendent's priorities determined which educational reform activities took precedence. Thus, project activities moved from a technology focus to improving curriculum and instruction, which might have provided an additional impetus for implementation of the school-based professional development program.

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Section II

Student Support Services

Although all partnerships identified a population of youth to serve, in particular partnerships the target group was central to the effort. In other words, the target group—whether consisting of dropouts, non-college bound students, students at risk for failure, or gifted students—was the primary focus, rather than the type of reform or experience to be provided. So while some project designers said, "Let's improve math and science," then defined the target group or tailored aspects to various target groups, other project designers said, "Let's recover students who have dropped out," then defined the content of the project. In the latter, support services always are present. In the former, support services often are needed, but may not be present.

Student support services are particularly important when partnerships include at-risk students among target populations. In these projects, positive outcomes may require more than an intervention activity alone. Additional services that prepare and motivate students so they can benefit from primary project activities are needed. For example, school-to-work transition activities, such as job shadowing or skills training, may be irrelevant to students on the verge of flunking or dropping out. These students may need tutor or mentor support before they become interested in improving their postgraduation opportunities. Otherwise such activities may not be viewed as relevant or worth the effort required. The following describes two such programs.

Peer Tutor-Mentors
Business and Education Partnership Cooperative, East San Gabriel Valley, CA

A peer tutor-mentor program for at-risk high school students helped support student learning in a school-to-work transition program. Students participating as both tutor-mentors and as tutees benefited, demonstrating better attendance classroom performance, and staying in school. A curriculum was developed to train tutor-mentor students, who could earn college credit by completing the training. The program attained recognition by the community as a success, and the curriculum was used with nonstudent groups to train volunteer tutors.

Impact

As of 1993, 300 students participated in the peer tutor-mentor program. According to an evaluation conducted by the California Education Research Cooperative at University of California, Riverside, participating students stayed in school longer, were absent less frequently, and performed better in class than students not in the program. Among participants, school dropout rates fell to below 5 percent in a community where high school dropout rates approach 50 percent. Grade point averages for participating students increased .5 points and absentee rates declined by 60

percent. These results were the same for tutor-mentors as well as for the students they tutored.

The peer tutor-mentor activity gained community recognition as a success. Although intended as a support for high school students placed at risk, local elementary and middle schools requested the services of the tutor-mentors.

Description

The Business and Education Partnership (BEP) Cooperative provided vocational, academic, and support services to at-risk high school students in a metropolitan area of Los Angeles. The partnership, administered by a multidistrict Regional Occupational Program (ROP), included businesses, community organizations, a technical college, two state universities, and the National Council on Aging. Partnership goals were to increase high school completion rates and smooth transition from high school to employment or further education. Activities included academic and career counseling, mentoring and tutoring, job coaching, academic and job-related skills development, and student support services.

The peer tutor-mentor activity was part of a broader tutor-mentor program that included business and community-based volunteers of all ages. It helped to track student progress, develop academic and job-related skills, and increase students' attachment to school. Through continual tracking, staff made certain that the tutor-mentor match with the student was an appropriate one. Such tracking took place whether the tutor-mentor was a business person, retiree, community member, or peer. In addition, feedback helped staff make teachers aware of relevant information, such as reasons for changes or persistent problems in individual student performance.

Upon entry into the ROP, guidance counselors conducted a comprehensive academic and vocational assessment of each student. Profiles generated by these assessments were used to develop individualized career and education plans and match tutors and students. Tutors were responsible for general encouragement, homework help, and morale-building. Primarily they took an active interest in the student and held the student accountable for school attendance and progress, providing a bridge to partnership staff. The partnership provided transportation and an official place for tutor-student meetings.

A unique aspect of this program was that both service providers and recipients often were identified as at-risk students. Counselors saw this as a mutually beneficial situation that facilitated tutor-student rapport and increased self-esteem and social integration for both types of participants. Enthusiasm for the program was high, especially among the peer tutor-mentors. Project staff viewed one positive benefit of the program as opening up the helping professions for students trained in these roles.

A special tutor-mentor curriculum was developed by partnership staff, guidance counselors, and assessment specialists to train students for the dual tutor-mentor role. Students participating in the tutor-mentor training could earn college credit in

the guidance program at a local state university. The curriculum was not exclusive to peer tutoring and already was being used in other settings with other volunteer groups such as retirees, community members, and businesspersons.

Context

East San Gabriel Valley is a working-class neighborhood in the central and east sections of the city and county of Los Angeles. The ROP serves a significant number of at-risk students with one or more social or behavior problems, such as potential dropouts, pregnant and parenting teens, students with gang involvement, and students from homes with substance abuse and family violence. Many of these students live in economically depressed, high-crime areas. Students enrolling in the ROP's vocational programs often are undermotivated with relatively high probabilities of dropping out. The success of the peer tutoring program under these conditions indicates the promise of this practice for other settings.

One partner organization had a background in providing tutoring and mentoring training and was able to provide information regarding its own experiences and programs, as well as some curriculum materials.

Availability of Developed Materials

The curriculum developed for the BEP tutoring program is available and is transferable to other settings. In addition, the curriculum is not peer-specific and already is being used with other groups interested in volunteer tutoring. For example, the National Council on Aging is using the curriculum to train retired persons to act as tutor-mentors to students. Also available is a handbook, *Peer Tutoring and Business Mentoring for At-Risk Students,* that details not only the curriculum, but the process of implementing the program, recruiting participants, and conducting the assessments.

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Business Mentors and Coaches
Corporate Coaches for Career Development, Statewide, GA

Long-term, committed mentorships were established as part of the Corporate Coaches for Career Development project, which was intended to increase career awareness, develop positive self-concepts, and increase the number of rural and economically disadvantaged gifted students enrolled in higher education. Coaches received training, developed advisory relationships with high school students throughout their junior and senior years, and were monitored by business

codirectors. Students and coaches received quarterly newsletters and summer bulletins that provided college and career information. Coaches received handbooks to help them in the mentoring process and to guide them in reinforcing the career and employability skills training provided in student workshops.

Impact

The Corporate Coaches project served 142 students. The school staff serving as codirectors reported improved self-perceptions in participating students and increases in the number of students planning postsecondary education.

Description

The Corporate Coaches project aimed to increase postsecondary school enrollment among traditionally underrepresented students who were gifted. The project aimed to bolster self-esteem and to encourage achievement in students who were performing below their potential (65 percent of the participants were below performance expectations and 48 percent had no plans for postsecondary education when they entered the Coaches project).

Economically disadvantaged rural students worked with volunteer mentors who helped them learn about career opportunities and improve their self-concepts. The project hinged on the Corporate Coaches volunteer mentor. Coaches committed to a two-year relationship with a participating high school student, generally through grades 11 and 12.

Mentor training was provided in a one and one-half hour session at the start of project involvement. Trainers explained the purpose of the project, detailed the role of the Corporate Coaches mentor, and went over support materials. The session included activities to train mentors in relationship-building, goal-directedness, and closure. In addition, previous Corporate Coaches mentors shared experiences and advice and reinforced information delivered to students in workshops. Instructive video segments from "My Mentor" were used. Coaches received mentoring handbooks as well. This was an important source of ongoing support because one-time training sessions proved to be an ineffective means of initiating and sustaining new behavior. Materials alone were not sufficient to build and maintain new relationships. Coaches had specially designed notebooks with suggested activities to help them focus on topics the students were studying. These materials helped them carry on their role of reinforcers of new skills. In view of this, the project included ongoing monitoring components and the handbook contained contact information for technical assistance and advice.

An informal gathering of the business mentors also was included in the beginning of the second-year activities. This session was intended both to refocus the mentors on general project objectives and also to attune them to the particular needs of high school seniors in career and higher education planning. Coaches also received handbooks for year two.

In addition, several communication strategies supported the mentoring relationship. During the two-year cycle, coaches and students received quarterly newsletters and summer bulletins with college planning and career information, information on relevant programs, and items recognizing participant accomplishments. These publications provided a way for mentors and the program to publicly recognize their students' accomplishments, thus contributing to their self-esteem.

The mentors also were monitored by business codirectors throughout the two-year cycle. This was accomplished through periodic follow-up calls during the school year. In addition, a formal survey of students and mentors was conducted at the end of year one. This feedback was used to make sure that inappropriate matches did not continue. Survey results also were used in the newsletters as a means of refocusing the mentors and students on the objectives of the project and as a source of instruction and advice.

Context

This was a statewide effort with regionally based codirectors. Twelve rural school districts were targeted. Several of the target communities have large corporate employers, but many are dependent on small businesses as the mainstays of the communities. In these rural communities, families frequently do not place a high value on postsecondary education. In many families, older children help provide for their families, and a student's choice to attend school or a training program following high school graduation may jeopardize the family's economic survival.

Availability of Developed Materials

A mentoring handbook tailored to the Corporate Coaches project is available. It includes material adapted from the United Way Mentor Training Curriculum.

Curriculum notebooks for year one and year two of the program are available to facilitate the work of local trainers recruited from the business community.

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Section III

School-to-Work Transition

The school-to-work partnerships we evaluated all provided participating students with work-site experiences such as job shadows and paid or unpaid internships of varying duration. Other than this, projects differed significantly. For example, in an attempt to influence teaching practice, one project included paid private-sector internships for high school teachers in relevant content areas. The goal was to increase work application relevance in science and math instruction. Some projects provided career awareness speakers or events. Others had job shadowing or internship experiences that included formal counseling or mentoring to delineate training and educational needs for career paths associated with the job experience. Still others had more formal structures for creating career paths such as "tech-prep" or "2+2" programs, articulating high school and postsecondary work.

The following descriptions provide examples of five successfully implemented school-to-work activities for both middle and high school students. Career-related awareness, skills, experience, and educational paths are illustrated.

Articulated Curriculum
Business and Education Partnership Cooperative, East San Gabriel Valley, CA

Articulation agreements between a Regional Occupational Program (ROP) center and local colleges and universities allowed students to take vocational training courses for college credit. Articulation agreements covered a broad range of coursework from computer-aided drafting to fashion and merchandising. Ninety-seven percent of the students in articulated classes remained in school, and many went on to college.

Impact

At the end of the project, 300 articulation agreements were in place. Local evaluation data indicated that articulation agreements allowing students to earn college credit for high school classes was one reason students remained in school. The high school retention rate of students in the articulated classes was 97 percent. Participants could enter college as second semester freshmen, as participants earned up to 15 college credits by high school graduation. The project established an annual scholarship program with a local university from which six of the students earned university scholarships to complete their training. Further, although the depressed local economy affected job opportunities in the service area, 84 percent of these vocationally trained students were placed in jobs.

Description

The Business and Education Partnership (BEP) Cooperative provided vocational, academic, and support services to at-risk students in a metropolitan area of Los Angeles. Partnership goals were to increase high school completion rates and ensure successful transition to employment or further education. Partners included a multi-district ROP, four community and technical colleges, five state universities, and national, state, and community agencies. A promising practice in this partnership was the development of articulation agreements between the ROP and academic and technical colleges and universities, so students taking vocational education courses through the ROP earned both high school and college credits. The ability to earn college credits while completing a high school vocational program provided these students with additional incentives to graduate and go on to career-ladder jobs or college.

The process of forging articulation agreements involved an in-depth analysis of the proposed course curriculum. ROP and college curriculum specialists compared course demands to ensure equivalency at the different institutions, often resulting in revisions that made curricula more relevant to the workplace. Articulation agreements could have been made independently from student demand, as articulated courses needed to have a logical and apparent relationship to higher education. Articulated courses, however, had more credibility than nonarticulated courses.

The articulations were designed to be combined ROP/community college and combined ROP/community college/four-year college programs. In the former, called a 2+2 program, students completed two years of ROP training with articulated courses, and two years at a community college, receiving college credits for some vocational work completed in high school. In the latter, or 2+2+2 programs, the student's career path included transfer to a four-year institution from the community college with articulation credits. Articulated courses included: automotive, business, computer technology, law enforcement, apparel/marketing merchandising, floral, graphic arts, guidance and tutor training, job coaching, and retail sales.

A staff member, the articulation specialist, had primary responsibility for negotiating articulation agreements. This individual built credibility by: (a) presenting articulation models at regional and national conferences; (b) working closely with the business community to ensure that course equipment and focus were up-to-date and relevant and to show local businesses that this was true; (c) serving as a member of a local community college committee on articulations; and (d) working closely with local colleges and universities to negotiate criteria and to diminish problematic "turf" and competition issues.

Two other features enhanced the success and promise of this project's articulation practices. First, the signed articulation agreements with each college participating in the partnership included provisions for follow-up and support services for students after college entry. This ensured continuity as well as helped meet the needs of these at-risk students. Second, articulated courses often led to college credit in more than one area. Although an integrated curriculum frequently is part of the vocational

courses in tech-prep programs, students do not always earn credit for more than the specified vocational areas. The BEP articulated courses, however, included embedded math and English components. For example, a student earning college credits in construction while completing high school could simultaneously earn college credits for applied math through these construction courses.

Context

This partnership was housed and integrated into the operations of an ROP serving secondary school students in a multidistrict area. The surrounding area is a working-class community on the outskirts of Los Angeles. The ROP serves a diverse student body, including potential dropouts and parenting teens, whom may have one or more social or behavior problems. Many students come from poor, high-crime neighborhoods filled with alcohol and other drug use, family violence, and gang activity. Students enrolling in the ROP's vocational programs often were undermotivated with relatively high probabilities of dropping out. The success of the articulation program in enrolling, retaining, and transferring or placing these students into work, colleges, or universities under these conditions indicates the promise of this practice for other settings.

In addition to federal funding, the partnership won several federal grants including an Employment Department Job Training Partnership Act grant, a Perkins Tech-Prep grant, a School-to-Work Transition grant, and a grant to Demonstrate the Integration of Vocational Learning. These awards added credibility and provided additional leverage in negotiations for articulation agreements. Local community colleges also received funding for tech-prep program development, which provided incentives for their involvement in the 2+2 articulations. These funding opportunities may have increased the likelihood of securing articulation agreements.

Availability of Developed Materials

The articulation agreement forms are available for replication. A written guideline is available entitled, *TECH PREP: What, When and How.*

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Job Skills Workshops
Omaha Job Clearinghouse, Omaha, NE

Non-college bound seniors participated in summer training institutes for job readiness and job search skills. Parent and student orientation were provided prior to

each three-day institute, as well as follow-up one-day student workshops during the school year. Students responded positively, continuing on in a job shadowing program sponsored by this school-to-work transition project and attributing later success in job hunting to participation in the institute.

Impact

Twenty-seven high school seniors participated in summer training sessions in job readiness and job search skills. All students continued on in a job shadowing program the following year. Students surveyed believed the workshops helped them acquire job skills and met their expectations for learning job search skills. Students who found employment after the institute attributed their success in job hunting to participation in the institute. Additionally, students reported increased confidence in handling the college application process.

Description

The Omaha Job Clearinghouse (OJC) was a school-to-work transition project whose primary partners were the local public schools, community college, and Chamber of Commerce. Project objectives were to increase the skill level of the unskilled labor pool made up of non-college bound students and to raise their expectations to career-ladder jobs, or jobs requiring additional education and training. The project provided multiple job shadowing experiences for each participating student, ongoing job readiness workshops during the school year, and an annual Summer Skills Institute. All Omaha public high schools participated.

The Summer Skills Institute was designed to support student readiness for job shadowing and entry into the work force. The institute consisted of a brief orientation session for students and their parents, followed by three full-day student sessions. The orientation workshop focused on self-esteem, the value of work, and interviewing strategies. The institute presented a variety of self-esteem, self-presentation, and job search and interview strategies with an emphasis on role-playing and practicing newly acquired skills. The culminating activity was an opportunity to interact with a panel of businesspersons and participate in an individual interview. The institute was taught by an outside consultant with experience in conducting these types of seminars. Student response was positive and all of the participants continued on in the program as job shadowing students. The interviewing activities were liked best, but students also believed that the institute helped them acquire job skills and job search skills. Although students were given a monetary incentive for participation, several students commented that they would have participated even if they had not been paid.

As a follow-up to the institute, full-day Saturday workshops were provided during the school year. The first two workshops focused on networking in the job market and the third concerned job search strategies. Students were required to attend whether or not they had participated in the institute. Because less than one quarter of the job shadowing students attended the institute, this allowed more students the opportunity for training before they participated in the job shadowing component.

Workshops were offered individually, rather than as a series, with the capacity to serve 30 students. Staff members arranged transportation for the students to attend the workshops.

The Summer Skills Institute and follow-up workshops provided job readiness and job-seeking training for students. Participating businesses indicated satisfaction with the job readiness skills of students in OJC. Participation in the institute helped prepare students for job shadowing and job retention, as well as eventually smoothing their transition from school to work. The OJC was extremely successful in placing students into jobs; all students seeking employment after completing the program in 1992 were placed in jobs.

Context

Prior to the partnership, an economic development study commissioned by the local Chamber of Commerce suggested that inadequacies in work-related education contributed to the lack of economic development opportunities. The project was shaped in direct response to the findings of this study. Businesses were concerned with enhancing the work force, and colleges were motivated to increase the number of students seeking a postsecondary education. These concerns were viewed as vital to maintaining and improving the city's economic development. Although not all cities were focused on economic development, the need to enhance entry-level skills and general job readiness among first-time job seekers has been expressed commonly in all economic environments. This would indicate the promise of this approach in other contexts.

A secondary motive was the communitywide desire to keep young people from leaving the area; this contributed to local commitment to the partnership. The local Chamber of Commerce also credited the national attention focusing on school-to-work transition programs as a significant factor in partner commitment.

Availability of Developed Materials

Information on devising similar contracts with local agencies is available.

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Job Shadows
Brooklyn School and Business Alliance, Brooklyn, NY

The Job Shadow Program helped middle school students improve job readiness skills and assisted local small businesses to create linkages with their local public schools and neighborhood students. The program offered work experience and job readiness workshops and helped make school relevant to students at a pivotal time in their lives. Students also were given opportunities to visit job sites in order to build career awareness. The program expanded to other school districts. It partnered Brooklyn, NY's Community School District 15 with the South Brooklyn Local Development Corporation (SBLDC), a community-based organization (CBO) that works with over 600 blue-collar industrial plus 600 more retail small businesses scattered throughout the same neighborhoods.

Impact

The original program grew over four years to serve 12-60 students in the participating district. Many of the participating students believed they gained a new sense of self-confidence and responsibility from the program. The New York City Office of Business Services (a partner) helped to replicate the Job Shadow Program in four other districts. Further, in its contracts with local development corporations, the Office of Business Services now includes clauses encouraging such linkages between local businesses and schools. The New York City Department of Youth Services now partially funds the SBLDC's Shadow Program. Additionally, the Shadow Program received national recognition and won funding from the U.S. Department of Education to help it develop a "how-to" kit and encourage replication in other neighborhoods. Two variations on the theme of the Job Shadow Program are being initiated in the district by the SBLDC.

Description

Using the SBLDC's extensive relationships with the full spectrum of local small businesses, the Job Shadow Program provided middle school students with opportunities to work closely with real-life merchants, contractors, and industry tradespeople—making the connections between school and work from their own neighborhoods. The Brooklyn School and Business Alliance was a partnership among the Brooklyn Economic Development Corporation, the South Brooklyn Developmental Corporation, the Methodist Hospital of Brooklyn, the Office of External Programs of the New York City Board of Education, and the New York City Office of Business Services. The project aimed to improve the prospects and employability of students and ensure a work force adequately educated and skilled enough to attract and retain both business and industry in Brooklyn.

School counselors have described middle school grades as "pivotal." They see this as the point at which students first start to lose interest in school. Job experience and reflection, as provided by the Job Shadow Program, were one means of reattaching students to school by demonstrating the relevance of education.

Students were required to attend three workshops (job readiness and sharing session) prior to and while being placed in one of 60 participating businesses. The Job Shadow Program placed the middle school students into small local businesses, usually for a once-a-week, 12-15 week afterschool work experience. Each student was matched with an employee who oversaw the experience. Students also were required to keep a journal and to write an essay about their experience. The inclusion of the journal and essay assignments were important in tying the job shadow back to academic studies. This enabled students and teachers to reflect on the lessons learned at the business site and refocused students on the necessary accompaniment of academic learning.

The Job Shadow Program was co-coordinated by a teacher who worked with the SBLDC. The school district paid the SBLDC for these extra duties. The local small businesses were extremely receptive to this opportunity to serve a good cause in the community. The guidance counselors in each participating school selected the participants and offered important day-to-day support.

Context

The SBLDC Job Shadow Program took place in a challenging environment characterized by poverty and unemployment. Although the area is economically depressed, some industries are thriving and growing. There are some employment opportunities with small- and medium-sized businesses; however, many applicants from the area were considered unemployable. It was relatively easy to secure one-to-one job shadow placements. Other similar areas with similar business profiles should find the project's success heartening. On the other hand, the support of major services and organizations was a boon to the project and might not be as easily obtained elsewhere. For example, the support of the school district and the partnership relationship it has with CBOs requires highly enlightened school boards and school administrations. The support of the Department of Business Services added an important endorsement from the city's Business Development office.

Availability of Developed Materials

Job shadow "how-to" kits and videotapes are available.

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Health Career Internships
Brooklyn School and Business Alliance, Brooklyn, NY

The Scholars Program provided high school students with mentoring and real job experience through health care internships. This program directly supplemented occupational education, addressed the desired school-community link, and was particularly pertinent because the participating high school had a health care focus. The health care internship program was one aspect of a partnership project that used community and private sector resources to structure activities that complemented academic and occupational education for middle and high school students.

Impact

Approximately 200 students completed health care internships each year. Teachers reported observable increases in math and science study among participants, particularly among minority females. This increase was attributed to student experiences with role models in a hospital setting and to greater student awareness of the relationship between studying math and science and pursuing careers in health care.

Additionally, the hospital began to develop relationships with other schools. An independent study program with another high school provided health care workshops to local private schools. Hospital staff also made health care careers presentations at local middle schools. Students could have selected specialized high schools to attend, such as those with a health care focus, based on such presentations. The hospital became involved in local commissions and task forces working to improve health care curricula and promote health care careers among students.

Description

The Brooklyn School and Business Alliance was a partnership among the Brooklyn Economic Development Corporation, the South Brooklyn Developmental Corporation, the Methodist Hospital of Brooklyn, the Office of External Programs of the New York City Public Schools, and the New York City Office of Business Development. The project aimed to improve the prospects and employability of students and ensure a work force adequately educated and skilled enough to attract and retain both business and industry in Brooklyn. The primary strategy of the project was to connect employers with middle and high school students and schools.

The health care internship program was located in the partner hospital's Department of Educational and Volunteer Services and was directed by the head of that department. Mentors were recruited from hospital staff voluntarily. Mentors were required to complete an orientation and were given program materials. Students then were placed with mentors who oversaw their volunteer work, as well as provided career planning advice. Mentors made students aware of opportunities to view various hospital demonstrations. Students learning English as a second language were placed in internships with mentors who spoke the students' native languages.

The program offered staff development to school counselors to increase awareness of math and science needs for various health care careers. A core group of mentors conducted the staff development sessions and provided ongoing technical assistance as resource persons for the high school. Formalizing this link between career experiences and academic requirements was an important component of the program. The counselors were unable to keep abreast of the rapidly changing details of academic preparation for every field of interest to their students. The mentors provided concrete, current information that was of great value to counselors and students. This enabled students early in their high school years to identify the relevance of math and science studies in pursuit of given careers, and was an ongoing resource support for the counselors.

Context

The Brooklyn School and Business Alliance health care internships took place in an environment where other employment opportunities have diminished while health care employment needs have increased. There is an increasingly large immigrant population, and therefore an increasing number of students who were learning English as a second language. The majority of students were from poor or near-poor families, and the school dropout rate is high, as is the teen pregnancy rate. Although the area is economically depressed, the health services industry is growing. Employers were concerned about being able to recruit entry-level employees with sufficient training and education to cope with the increasingly technological nature of the health care industry. This situation provided a positive climate for soliciting hospital involvement in educational partnerships. As similar concerns have been expressed by employers in numerous fields about the technological and related math competencies of entry-level employees, successful strategies might include establishing partnerships with targeted growth industries that need workers with technological skills.

Availability of Developed Materials

The orientation worksheets and program materials for mentors are available.

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Business and Instructional Internships
Massachusetts Youth Teenage Unemployment Reduction Network, Inc. (MY TURN) Brockton, MA

A business and instructional internship program was a pivotal point of overlap for a complex partnership incorporating three program components including dropout prevention, school-to-work transition, and increased minority college entrance and retention. To maintain meaningful connections between internships and potential career goals, students were placed in six- to eight-week internships that matched declared career interests. Students wrote papers and kept journals about their experience for course credit. Businesses were provided with sample curricula and training materials.

Impact

Eighty students completed the internship process to date. Required student papers and journals provided feedback for students and project staff. Students reported increases in self-esteem. They also reported having learned a great deal, considering they had very little practical business knowledge prior to the internships. Teachers also mentioned observing increases in student self-esteem and interest in school. Several of the participating businesses subsequently hired their interns.

Description

The Massachusetts Youth Teenage Unemployment Reduction Network, Inc. (MY TURN) project was an alliance of public schools, institutions of higher education, corporations, and small businesses seeking to improve educational opportunities for disadvantaged young people. The MY TURN project director and a staff member managed the internship program. They recruited internship sites, introduced the student to the contact at the internship site, ascertain whether the employer developed an appropriate on-site curriculum, followed up with the employer during the internship, and ensured the employer formally evaluated the student and reviewed the evaluation with the student. This multistage involvement and tracking were important in controlling the quality of the experience, forestalling any frustration by providing an ongoing avenue of communication, and reinforcing the learning context of the experience for the student.

Students learned about the overall workings of a business by spending four to six hours each week training in a different area of the business (e.g., sales, human resources, shipping and receiving, telemarketing, billing, payroll). One or two sessions with the chief executive officer or a senior vice president also was included as a means of acquainting students with organizational philosophies and missions.

Students were required to keep a journal of their work experience. This was turned into their MY TURN advisor at the end of the internship. Student journal keeping was a developmental aid for participating students and project staff. First, journal keeping enabled students to trace their own gains in understanding across the course

of the experience. It provided a means whereby students could process and reflect on their experience. Second, it provided more extensive feedback than might be obtained through follow-up surveys, allowing staff to pinpoint areas of failed expectation or inappropriate experience.

Students also were required to write a three- to five-page paper on their experience. The paper and the journal led to course credit for the internship, further motivating the student to succeed in the work-site endeavor and to learn from the experience.

The business point person was provided with a manual prior to any student contact. The manual includes sample curricula on which the firm could model the curriculum required as part of the student's internship experience. This was an important feature because it formalized an actual training component and focused the firm's commitment to teaching the student rather than just expecting the student to absorb what was needed through simple observation. The manual also provided student evaluation materials.

Context

MY TURN was established in an economically depressed urban-suburban region without a large industrial base and without a history of school-business partnerships. Additionally, schools recently experienced a series of cutbacks. Establishing a similar internship program should be less challenging in sites with more business and industry, or with some history of school-business relationships upon which to build.

Availability of Developed Materials

An extensive manual, *Business/Education Internship Program*, is available that includes the following information: guidelines and detailed liability information for businesses, student guidelines, applications, contracts, evaluation forms, and sample curricula designed to be adaptable to different business environments.

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Section IV

Community Involvement

Partnerships, by definition, depend on some form of community involvement. Earlier sections of this document discuss community involvement in terms of recruitment, provision of student support services, and roles in school-to-work transition activities. The following descriptions detail two of the more unusual means of involving community members, parents, and others in partnership endeavors. One is included because successful efforts to involve parents in activities that help support educational reform were rare among the partnerships we studied. Another is included as an example of both a practical and a political tool. The third brought the entire community together. Common to the practices was their function in creating willingness to support educational activities and build relationships with schools.

Parent Education
Interactive Learning Environment, Brooklyn, NY

Word processing courses were held for parents at the middle school. The parent computer course component was included both to encourage more parent involvement in the schools and to increase the value parents attached to their children's computer studies. Parent education worked toward goals of building internal school capacity for sustained innovative use of computer-based technologies in order to regularly enrich the learning experiences of disadvantaged students.

Impact

Participating parents learned word processing skills. Working parents later reported being given more opportunities at their places of employment as a result of participating in the program. Unemployed parents saw this as a means of increasing their marketability. After completing the course, several parents purchased or expressed plans to purchase home computers. Finally, school staff reported increases in parent-initiated contacts. Parents also reported increased comfort in communicating with school teachers and administrators.

Description

The Interactive Learning Environment (ILE) was a districtwide project serving middle school students and their parents. It was intended to strengthen and expand district administrator, teacher, student, and parent use of technology in the improvement of education. Further, increasing parent computer literacy was seen as a means of making parents more comfortable discussing their children's work with teachers and their children.

The primary partnership was comprised of the school district, Bank Street College, and the Center for Children and Technology (CCT). Most partnership meetings

involved the members of the design team, comprised of the project director, the science and mathematics coordinators for the district, principal and teacher coordinators from the school, and staff from the CCT. The CCT staff assisted with the instructional design of the program and staff development, and also were the researchers and evaluators for the project. Other partnership advisory board members were available as needed to provide technical assistance and staff training. The math and science coordinators spent half of their time on ILE-related activities. They developed new strategies and provided support to other teachers who were beginning to work with the technology. Teachers, once they mastered new technologies, promoted the program and trained administrators and other teachers.

The project conducted two 15-session weekly word processing courses for parents each year. The sessions were held in the IBM computer lab of the middle school. Parents were taught word processing by writing memos, business letters, and personal letters using Word Perfect 5.1 on PCs in a networked environment. By attending computer sessions on the school campus, parents felt more comfortable with not only computers and word processing, but with school personnel and facilities as well.

Parents were informed of the computer course through fliers distributed to their children at the school site. Fliers also were posted at the district office and at each school. Child care was provided by a licensed teacher who conducted arts and crafts activities for the participants' children, ages 3-14. This was a particularly important feature because most of the participants were from low-income families and would be unable to take the courses and pay for baby sitters or child care.

The parent training program was a successful program component. The parent computer course was included in the program for two reasons. First, the course was included to encourage more parent involvement in the schools. Second, it was intended to increase the value parents attached to their children's computer studies. Both of these outcomes worked toward the goal of building the internal school capacity for computer technologies to improve the learning experiences of students.

Context

Somers Intermediate School #242 serves an economically depressed population with little prior exposure to innovative instructional programs. This school had no history of involvement with advanced technology prior to the partnership project. Project funding was used to build a state-of-the-art computer center in the school and to provide intensive staff development in computer-aided instruction. The success in training novice computer users to provide quality instruction to students and parents in a previously technology-poor environment indicates that this practice holds promise in other appropriately equipped contexts, providing sufficient staff development. Further, the ability to interest and involve previously uninvolved parents in a school-based activity also speaks to the promise of this practice in other contexts, provided adequate child care is made available.

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Resource Directories
Vermont Educational Partnership Project (VEPP), Statewide, VT

As one means of addressing the need to bring together the resources and expertise of key partners and programs, resource directories were developed for six regions in a state. This effort was part of a statewide project that focused on supporting school reform in order to improve educational outcomes. Resource directories contain the profiles of businesses who agreed to become involved in education-related activities as called upon. Resource directories include a description of the business-related learning opportunities, job titles and education descriptions for individual employees, and contact information if teachers wished to reach a member of the business community to plan an activity.

Impact

Resource directories were developed and were used in seven targeted regions. General exposure to the directory did not promote its use by teachers. However, teachers who attended workshops demonstrating the usefulness of the resource directories expressed enthusiasm and became motivated to use the directories. Consequently, about half the schools in each of the participating districts used the directory as a first tool in establishing partnership relationships with local businesses.

Description

Vermont Educational Partnership Project (VEPP) was a statewide educational reform project. The overall goal was to bring together the resources and expertise of key partners and programs around the state to form a dynamic alliance in support of educational change. VEPP offered several components including regional workshops for businesses and schools on partnership concepts and strategies, parents as partners workshops, resources on teenage-specific problems, and an opportunity awareness program for students at risk of not completing school. Additionally, a course was designed to instruct teachers to create business-related classroom learning opportunities for students, and a dimensions-in-learning course was offered to high school students and potential business employees using an apprenticeship program model. The project also included technical and hands-on assistance in the development of mentor programs in businesses and schools. Finally, the project created a series of regional directories that identified education-related activities that business people, educators, and community organization leaders could use collaboratively to support systemic school reform.

The resource directories include descriptions of the business products and services, job titles and education descriptions for individual employees, and contact information. Information from the six resource directories was being compiled with other survey and partnership resources on an electronic database that would be accessible to all schools and communities within Vermont.

The process used to develop resources directories involved project staff meeting with 5-10 influential school and business leaders in each region. Businesses were selected for inclusion through a referral process. First, leaders in the business industry were solicited. Then participants from this core group of business leaders were asked to solicit the participation of other businesses. Project staff met with business leaders to discuss the potential usefulness of developing a resource directory and explained the characteristics of the resource directory profile, following which the business leaders were invited to participate. Business information from one of the most successful regions was personally gathered by high school students. Introducing the plan to work on the directories also provided a vehicle for bringing business and education leaders together to discuss the potential usefulness of establishing relationships with one another. The referral and face-to-face follow-up process was successful, increasing the participant pool by three to five times. Letters and surveys sent to businesses without face-to-face meetings proved fruitless.

Workshops were conducted to show teachers how to use the directories. This proved to be a crucial element of the practice as only teachers that attended the workshops used the directories.

Partnership staff developed resource directories to help participants avoid wasting time "reinventing the wheel" and missing opportunities by overlooking local resources. Pursuing listings for the resource directory also heightened community awareness of local school reform efforts and resources offered by other community members. Developing the directory provided a way for businesses to communicate their willingness to support educational activities and build relationships with schools. As the resource directories were being updated, there was interest to include school resources that were available to businesses (e.g., meeting space, athletic/exercise facilities, adult education, communication skills).

Context

Most participating communities are rural and had relatively limited business resources. Four regions with populations of under 20,000 included the resources of approximately 20 businesses. The two more metropolitan regions developed resource directories that profiled 40 and over 100 businesses, respectively. Thus, this practice is best incorporated as an adjunct to ongoing activities supported by business relationships. The database system eventually might have included a "how-to" menu for starting and maintaining partnerships as well as other support and technical assistance resources for schools, businesses, and community organizations.

Availability of Developed Materials

VEPP findings showed that establishing resource directories aided in starting and maintaining business and community partnerships with schools. The regions that were most successful at creating meaningful systemic reform initiatives built higher-level partnerships upon the foundation of resource directories.

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Public Hearings
Partnerships for Educational Excellence in Oakland, Oakland, CA

Among the project's initial activities was a six-week series of public hearings to obtain community input regarding the current status of and suggested short-term directions for the school district. The hearings were conducted by the Commission for Positive Change in the Oakland (CA) Public Schools, an independent entity supported by the project, in multiple languages and at diverse locations throughout the city of Oakland in order to reach the economically and ethnically diverse population served by the district. Project partners and staff capitalized on this initial engagement of the community to further promote community involvement in a variety of school reform efforts. This was accomplished by facilitating community meetings, developing multilanguage brochures, hosting media briefings, and encouraging lobbying efforts.

Impact

Community involvement in school board deliberations was greater than at any time in recent history, according to partnership members and school personnel. In addition, the newly selected superintendent embraced wholeheartedly the project-developed Education Plan, and she immediately began working closely with organizations that were project partners.

In addition, the heightened visibility of the partnership that resulted from the hearings reportedly led to greater community interest in the partnership's other efforts, including support for the district's Career Academies and use of the project's Mentoring Center, which provided training and technical assistance for this purpose for young people in the immediate region.

Description

The goal of the overall project was to foster a community-based plan for districtwide educational reform and school restructuring. Additionally, the project aimed to improve community-school relationships and reduce community apathy and district reluctance about educational reform, restructuring, and systemic change. The partnership's primary emphasis was on formulating long-term plans, identifying and securing resources, providing technical assistance and training, and conducting evaluations.

In the initial stages of the project, one of the partners, the Commission for Positive Change, was given the primary role in developing a community-based plan for change. A series of public hearings were held in many different locations and in multiple languages over a six-week period. Hearings included small-group workshops in which a cumulative total of 1,500 attendees were asked what they would like to see accomplished in the schools in the next 18 months. Two months later, 100,000 copies of a synthesis of the results were distributed to parents, district office employees, community-based organizations, health clinics, and others.

The partnership was involved over the next two years in the development of the school district's long-term plan for school reform. The concept was influenced initially by planning documents drawn up by one of the primary partnership groups, and the district hired two partnership members to aid in this effort. Reflecting the partnership philosophy of inclusion, further avenues were created through which the community became informed, mobilized, and involved in the plan's development. These avenues included facilitating community meetings, developing multilanguage brochures, hosting media briefings, and encouraging lobbying efforts.

In mid-1994, approximately three years after the Five-Year Plan became operational, the district began a search for a new superintendent. Concerned about the potential negative consequences of what some termed the "new plan syndrome" that had accompanied the last five superintendent changes in this city, the partners became instrumental in facilitating processes that led to changing the name of the plan to *the* Education Plan. This action sent a clear message to local politicians, school board members, district administrators, and others that the community not only helped to develop a plan for its schools, but also assumed ownership of the plan and expected it to be carried out.

Consequently, the Commission for Positive Change developed a brochure detailing what the community expected from the new superintendent (i.e., implementation of the Education Plan) and what the community wanted included in the selection process (i.e., requiring each candidate to submit a proposal for implementing and building on the Education Plan).

Context

Oakland is a city with a large low-income and minority population. In the late 1980s, the district suffered school board scandal, negative press, political upheaval, and lack

of community support. In the year before receiving OERI funding, there had been several interim superintendents, and the position had been vacant for over six months. The ethnically diverse school board serving during the project experienced political strains among represented constituencies and between more and less experienced members, and the school board remained politically important.

Availability of Developed Materials

Copies of most of the materials created for public involvement are available.

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Section V

Portrait of a Promising Partnership

The following provides an overview of the Business and Education Partnership (BEP) Cooperative as a promising partnership. The BEP successfully institutionalized all activities and relationships. Some of the activities receiving only summary treatment below are thoroughly described earlier in this document as promising practices. This project also is included because it was developed with an eye to providing a model for replication. Staff, therefore, are able to disseminate handbooks, materials, and curricula related to various project activities. They also have experience in providing workshops and in-services related to many of the project efforts, and have experience with a broad array of pertinent staff development training.

General Description

The BEP was a promising partnership addressing the transition from school to adult responsibility. Partnership staff consciously developed this project as a model that could be replicated by other agencies.

The BEP served students in an economically depressed, metropolitan area of Los Angeles County. The student population consisted of educationally and economically disadvantaged high school students who were placed at risk, and included the non-college bound gifted and talented, potential dropouts, pregnant and parenting teens, and special education students. This project encompassed: vocational, academic, and curriculum-based assessment; career guidance; specialized tutoring, mentoring, and job coaching; individualized academic skills development; personalized job-specific skills development; and supportive services. It also provided opportunities to continue a program of education after graduation through 2+2 and 2+2+2 articulations. The goal was to increase high school completion rates and ensure successful transition to employment or further education.

The partnership was managed by the East San Gabriel Valley Regional Occupational Program (ROP) and included businesses, community organizations, a technical college, two state universities, the National Council on Aging (NCOA), and a Rehabilitation Training Center. BEP was partnered with the Employment Development Department, the Department of Rehabilitation, the Department of Health, local police, the Los Angeles County Library, and the local Job Training Partnership Act (JTPA).

Impact

Approximately 2,400 students participated in the BEP, tech prep, school-to-work, and integration of academic and vocational learning projects. Nineteen hundred and thirty-six of those students were placed in occupations leading to career advancement positions. More than 300 participating businesses provided volunteer tutor

and mentor support, job coaches, and job placement. Sixteen hundred and fifty students continued their education either at the community college level or at the four-year university level. Three hundred and thirty-six students secured employment that led to management responsibility.

The average dropout rate across participating high schools was 26 percent and reached 55 percent in some schools. In contrast, the dropout rate among project participants was only 5 percent. Further, 95 percent of the students completing the program and taking full-time jobs remained successfully employed beyond the 90-day follow-up period.

The partnership was recognized by funding agents as successful. Impact measures verified these perceptions. Questions remain: Can others follow the same process? How was this partnership implemented so successfully? The following describes how the BEP exemplified the guidelines for developing successful partnerships.

How the Partnership Operated

Participants understood their roles and responsibilities. Partnerships often neglect to educate parents and guardians fully about the new activities in which their children are going to participate. In some partnerships, this led to the parent undervaluing the activity and failing to support the child's efforts. BEP involved the parents and required their informed consent. Students and their parents or guardians attended orientation meetings to learn about the partnership, understand the guidelines for participation, and review individual student goals. Parents were given a letter explaining the partnership and requesting their signature denoting support. Students were given a participation agreement, which was explained to them in one-on-one meetings with partnership staff, and required their signature indicating participation.

The partnership held large quarterly meetings attended by staff and all partners, including representatives from each school district. Specific topics were addressed. Each partner also provided an update. One purpose was to reinforce project objectives and clarify partner roles. Another was to monitor progress. A third was to be able to identify and cope with problems as they arose. Smaller subgroup meetings were held weekly.

Partnership staff included coordinators, who oversaw particular components of the project, acting as recruiters, consultants, liaisons, or monitors. They were the guidance and assessment specialist, the job placement and career assessment technician, the partnership project coordinator (who recruited business partners, and monitored business participation and student job-site activities), the at-risk student liaison (who monitored students in vocational courses), and the articulation specialist (who negotiated and obtained signed articulation agreements with partner institutions). Partnership staff responsible for particular project components met weekly.

Student services were individualized, formal assessments were conducted, and commitments were formalized. School-to-work transition projects often serve diverse student populations with varying social and academic needs. Quite often this population has a disproportionate number of troubled youth or youth placed at risk who require different kinds

and amounts of support. Too often these populations are provided with undifferentiated treatment. The individualization of participant experience contributed to this partnership's success. This was time consuming and required significant preparation. Activities had to be individualized before the student was enrolled and official participation could begin. Backlogs in the first year taught the BEP to design survey and assessment forms that could be scanned by computer for easier entry into a student database and for speedier analysis. The assessment process is described below.

After enrollment, but prior to official participation, there was a 3-5 day preparation period in which the student was assessed and participation plans were defined.

Within 15 days of enrollment, participants completed an in-depth vocational and basic skills assessment including a school performance and educational goals questionnaire and an employability skills and career interest survey. High school counselors were provided with these results. In addition, the assessment process and types of results were discussed in the classroom to facilitate student understanding. Most students could work with staff to build a Personal Career and Education Plan (PCEP) at this point. However, some received a second level of assessment, including aptitude testing and basic academic skills testing, prior to developing a PCEP.

Within 15-20 days of the assessment, a PCEP was developed. BEP staff solicited input from business and agency partners. Then, students met individually with the BEP vocational assessor, the high school counselor, and a parent or guardian to develop their PCEP. The PCEP embodied a set of strategies matched to individual client needs. PCEPs detailed planned coursework, specific learning activities, possible work site or community experiences, tutoring assistance, job coaching, home-to-school or home-to-tutoring transportation, infant and child care, and postsecondary options, including college articulation and career goals. The plan was signed by the student, a parent or guardian, and a partnership staff member. The signed PCEP served as a performance contract.

Students began participation within five days of signing the PCEP. Each learning plan consisted of some combination of the following: specific job skills training in vocational courses, job shadowing (student visits to job sites), job coaching (on-the-job training), work experience (part time, monitored employment), employability skills instruction, basic skills instruction, general equivalent diploma preparation, and completion of high school coursework. Support services also were assigned at this time and could have included such servicing as peer tutoring and mentoring, job site tutoring and mentoring, community-based literacy tutoring, transportation, and day care.

Formal ongoing feedback and monitoring procedures were in place. The provision of ongoing support to participants carrying out new activities is one crucial element in successfully implementing and maintaining a partnership. Another important element is the willingness to confront and cope with problems. Linked to this is the need to engage in evaluation and adaptive planning. All three elements rely on some form of information gathering or monitoring. Without adequate feedback and response loops, needs might go unrecognized or might not be addressed in a timely fashion.

Without an appropriate monitoring system, problems that might be addressed easily could grow to unmanageable proportions, alienating participants, diminishing partner commitments, and ultimately defeating project goals. Ongoing monitoring is particularly important in partnership projects that include service delivery to clients perceived as potentially problematic, as with BEP. Consequently, BEP staff included positions with ongoing monitoring responsibilities. "At-risk student liaisons" were an example of such positions.

Partnership staff included at-risk student liaisons, who monitored and assessed student progress. In addition, they acted as a resource for partnership instructors, who might have contacted them directly or by completing a referral form delineating problem areas where assistance was needed. Liaisons arranged for counseling, tutoring, mentoring, and job placement. Students with PCEPs that included part-time jobs were monitored to ensure the placement provided a viable learning experience. Ongoing monitoring at the job site also communicated to business partners that working with this student population constituted less of a risk than they might have anticipated.

Monthly meetings between local high school counselors and the partnership staff helped to facilitate school-partnership interaction and involved the counselors in the monitoring system. Specific student problems were discussed at these meetings.

Student follow-ups were conducted 30 and 90 days after they left the program. This enabled project staff to ascertain whether job placements and higher education experiences were appropriate and were adequately prepared for. Counseling, including offers of student reassignment, might have resulted. Follow-up also allowed the partnership to make retrospective assessments of the partnership's preparatory and support services fit with subsequent jobs and higher education coursework.

Finally, the local evaluation was extensive and included participant outcome data tied to particular project goals.

Support was provided to those charged with carrying out partnership activities. It was crucial to provide support to participants expected to change behavior or take on new roles in partnership activities. Further, support was most effective when it was ongoing and could help staff meet challenges as they arose. Instructors and staff were familiar with their specific tasks; however, working with such a diverse population of at-risk and often troubled and problematic youth is always challenging. The monitoring and feedback loops described above represented one form of ongoing support. The partnership also provided ongoing in-services.

The partnership devoted a staff development committee to the task of keeping abreast of in-service needs. Ongoing staff development was provided for large and small groups. In-services included "Effective Interventions for Working With At-Risk Students," "Working With Students Belonging to Gangs," "Interpreting Student Assessment Results for Parents and Students," "Working With High School Personnel Interfacing With the Partnership," and others.

Another means of providing support was through specialized training opportunities. Staff and volunteers in the BEP had a variety of such training opportunities. Following is a description of three training opportunities:

- BEP contacted a business partner with recognized expertise in diversity training. The partner volunteered to provide similar training for BEP staff and instructors. Diversity training expertise was to be passed on as well; the business partner agreed to train key BEP staff to become diversity trainers.
- The local library was a partnership participant, providing literacy tutoring on a limited basis. BEP arranged for partnership staff to be trained to provide volunteers with literacy tutor training.
- Business partners were provided with formal tutor and mentor training. Peer tutors and mentors had to complete a credit-earning course at the ROP prior to becoming volunteer tutors and mentors. A meeting place was provided for mentor-protégé and tutor-student meetings. Peer tutors and mentors also were provided with transportation to the project tutoring and mentoring meeting place.

Partnership goals were integrated well with the responsibilities of the established organization administering the partnership. The multidistrict ROP administered the BEP. This facilitated the activities of the project for several reasons.

First, ROP staff already had long-standing relationships with area high schools, community-based organizations, social service agencies, and local businesses and colleges. Although many partnerships may not have access to such a well-developed network, the key is to build on already established connections. Sustained commitment from participating partners may rely, in part, on the strength of the relationship between the partnership staff and the partner organization. Partnerships that are formed entirely among individuals without any previous ties often dissolve before partnership activities are fully implemented. This is less likely to occur where partners share a common history. Also, key partners may be brought to the table more easily and may bring others as well.

Second, ROP staff already worked with a student population that included the partnership's target group. The more closely aligned the partnership staff roles are to extant job responsibilities, the less burdensome the additional partnership tasks are likely to be. For example, a business partner engaged in job coaching or job site mentoring does not need to adjust to wholly new environments in entirely unfamiliar roles to aid in tasks for which she or he has little direct experience. However, the opposite is true of, for example, business partners engaged in curriculum development tasks in educational settings. In addition, sustained partner commitment is most probable when partnership roles become the means whereby participants may fulfill responsibilities they already hold, but previously have pursued through other means. For example, enrollment officers in two-year colleges might have encouraged articulation agreements with the BEP as a means of fulfilling recruitment responsibilities and drawing on particularly suitable candidates. Businesses participating in the job coaching, mentoring, and tutoring might have seen participating in the partnership as

fulfilling their own human resources responsibilities. Vocational education teachers might have seen participation in the partnership as providing a means of better serving their students while receiving better support.

Third, the ROP as an established organization had clerical and accounting personnel, office equipment, and other daily operations support already in place that could be drawn upon by the partnership because partnership activities helped fulfill the ROP mission. This reduced external funding and initial equipment needs.

The BEP addressed real problems. It was important that partners not only had suitable roles, but that they agreed on the value of the activity and the need to address the identified issues. Sometimes partnerships are formed or programs are undertaken merely to attract funding. Such opportunism does not generate sustained interest or inspire committed effort. Consequently, this is generally an unstable foundation on which to build partnerships and seldom results in fully implemented projects with worthwhile outcomes. Much more likely to succeed are partnerships where participants commonly recognize the problem or goal.

This partnership operated in a depressed working class area plagued by youthful violence, teen pregnancy, and unemployment. The high local dropout rate is generally considered to be a contributing factor. As a result, partners agreed that the dropout rate should be decreased and that young adults should be better prepared to compete for jobs. The ROP was charged with serving various special needs students in this context. It has long-standing relationships with businesses and colleges pertinent to teen occupational education, training, and placement. Thus, partners shared the perception that something needed to be done to make these young people more employable, to increase their attachment to school, and to ultimately provide them with opportunities to live responsible adult lives.

On specific activities. This document includes descriptions of three Business/Education Partnership Cooperative project activities. These can be found among the promising practices cited. Business recruitment practices for a school-to-work transition project are described in Section III, Initiating Activities. The peer tutoring/mentoring activity is described in Section V, Student Support Services, as is business partner recruitment. Also helpful is a description of the 2+2 and 2+2+2 articulations, discussed in Section VI, School-to-Work Transition. Project materials providing replication guidelines may be available from the contact person.

Availability of Materials

The following publications are available: *Non-Traditional Assessment Strategies* and *Guidance Handbook: With an Emphasis on Career Preparation.*

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Other publications in the Educational Partnership series are also available from the Government Printing Office:

- *A Guide to Developing Educational Partnerships*, GPO stock number: 065–000–00619–7, price: $4.25.
- *Synthesis of Existing Knowledge and Practice in the Field of Educational Partnerships*, GPO stock number: 065–000–00618–9, price $3.50.

To order these publications, or to purchase additional copies of *A Guide to Promising Practices in Educational Partnerships*, GPO stock number: 065–000–00839–4, please contact the Superintendent of Documents, Government Printing Office at (202) 512–1800. There is a 25 percent discount for orders of 100 copies or more.

Copies of *Project Abstracts Educational Partnerships Program* and *Educational Partnerships Case Studies* are also available by writing: U.S. Department of Education, ORAD, 555 New Jersey Avenue, N.W., Washington D.C. 20208–5644

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